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ABSTRACT

The proceedings of the 1982 annual meeting of the Middle States Association of Colleges and Schools, which focused on interdependence in education, are presented. Four papers on interdependence as well as information on the business meeting of the Association are included. Gordon M. Ambach in "Interdependence and Education" considers secondary school-college connections in New York State, networking education and cultural institutions, education and national defense, and education and industry partnerships for economic development. In "Interdependence in Education," Frank Robey discusses the report of the Southern Regional Education Task Force on Higher Education in the Schools, which focused on ways to improve the quality of teaching and learning at all levels. "Interdependence between Education and the Community," by Horace B. Reed, explores an evolving concept of the interdependence of education and community from the perspectives of the past, present, and future. Finally, "Interdependence between Education and Industry," by James M. Howell, discusses economic outlook and the relationship between economic growth and higher education. Additional contents include: reports of the Association's officers; reports of action by the Commission on Secondary Schools, the Commission on Higher Education, and the Committee on School and College Relations; lists of Association officers, trustees, and committee members; and the Association's charter and by-laws. (SW)

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THE PROCEEDINGS

Interdependence in Education

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HE 016 856

Middle States Association of Colleges and Schools
96th Annual Convention, December 5 - December 7, 1982
Franklin Plaza Hotel, Philadelphia, Pennsylvania

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DECEMBER 8, 1982 – DECEMBER 9, 1983

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The Program

PROGRAM OF THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

SUNDAY, DECEMBER 5

12:00 Noon – 6:00 P.M. **Registration** . . . . Canadian Foyer

1:30 P.M. – 3:00 P.M. **Workshop for New College Presidents** . . . . Provincial South

2:00 P.M. – 3:00 P.M. **Opening Ceremonies:** Performance of Two Brass Quintets of the Philadelphia College of Performing Arts . . . . Dominion B, C

The Philadelphia College of the Performing Arts is dedicated to excellence in the training of professional musicians, dancers, music educators and dance educators. The PCPA curriculum combines the performance emphasis of a traditional conservatory approach, stressing individualized training, practice, and discipline, with a liberal arts education.

The brass quintets performing for the Association are part of the extensive ensemble program offered at the college. The director of the quintets is Calvin Price. Mr. Price appears with the Philadelphia Orchestra and is principal trumpet for the Philly Pops, the Opera Company of Philadelphia, the Concerto Soloists, and the Pennsylvania Opera Theatre.

3:00 P.M. – 3:30 P.M. **Opening Remarks of the President and Introduction to the Convention** . . . . Dominion B, C

3:30 P.M. – 5:00 P.M. **Business Meeting of the Association** . . . . Dominion B, C

Presiding: **Milton G. Bassin,** President, York College of CUNY, Jamaica, New York; President of the Association

Parliamentarian: **John F. Budway,** Dean of Personnel Services, St. John's University, Jamaica, New York

5:30 P.M. – 6:30 P.M. **Social Hour – Cash Bar** . . . . Dominion D

6:30 P.M. – 9:30 P.M. **Dinner and Keynote Address** . . . . Dominion B, C

Presiding: **Milton G. Bassin**, President of the Association

Speaker: **Gordon M. Ambach**, Commissioner of Education, Albany, New York

MONDAY, DECEMBER 6

7:30 A.M. – 8:30 A.M. **Continental Breakfast and Open Forum** . . . . Dominion D

Representatives of institutions of higher education will meet to discuss topics of interest.

Presiding: **Bruce Dearing**, University Professor of Humanities in Medicine, SUNY Upstate Medical Center; Chairperson of the Commission on Higher Education

Robert Kirkwood, Executive Director, Commission on Higher Education

7:30 A.M. – 8:45 A.M. **Continental Breakfast** . . . . Dominion Foyer

Coffee, tea and danish will be available for delegates.

8:00 A.M. – 5:00 P.M. **Registration** . . . . Canadian Foyer

8:45 A.M. – 9:45 A.M. **INTERDEPENDENCE IN EDUCATION** . . . . Dominion A, B

Presiding: **Rhoda M. Dorsey**, President, Goucher College, Towson, Maryland; Second Vice President of the Association

Speaker: **Hon. Frank C. Robey, Jr.**, Maryland House of Delegates and Member, Southern Regional Education Board

9:45 A.M. – 10:15 A.M. **Coffee Break**

10:15 A.M. – 11:45 A.M. **Concurrent Sessions**

The Contract College – the Hudson, Saint Peter's, Jersey City State Experience . . . . Provincial North

The panel will focus on the reasons which led to the establishment of Hudson County Community College as the first contract college in New Jersey, the history of the college since its founding in 1974, the contract arrangements and how they work. The benefits and problems associated with this cooperative academic arrangement will be highlighted.

Moderator: **Virginia L. Radley**, President, SUNY College of Arts and Sciences, Oswego, New York; Member, Commission on Higher Education

Panelists: **Joseph F. Scott**, President, Hudson County Community College, Jersey City, New Jersey

Edward Glynn, S. J., President, Saint Peter's College, Jersey City, New Jersey

William J. Maxwell, President, Jersey City State College, Jersey City, New Jersey

Cooperative Efforts in Evaluation – The Pittsburgh Project . . . . Salon 10

Community involvement in accreditation through the Allegheny Conference, an agency created by leading businesses and industries in Greater Pittsburgh. University support of evaluation through organization, training and supervision of evaluation teams.

Moderator: **Louise Brennen**, Deputy Associate Superintendent, Department of Elementary Schools, Pittsburgh Public Schools, Pittsburgh, Pennsylvania; Member, Executive Committee, Assembly of Elementary Schools

Panelists: **Robert E. Millward**, Associate Professor of Education, Indiana University of Pennsylvania, Indiana, Pennsylvania

Jane C. Burger, Director, The Allegheny Conference on Community Development, Pittsburgh, Pennsylvania

Philip Feinert, Principal, Colfax Elementary School, Pittsburgh, Pennsylvania

John A. Stoops, Executive Director, MSA Assembly of Elementary Schools, Philadelphia, Pennsylvania

Post-secondary Education Opportunities in a Military Complex . . . . Provincial South

Joint use of personnel, equipment and facilities have fostered growth in variety of programs offered and number of citizens served. A successful cooperative venture to provide post-secondary education opportunities to the military and civilian personnel at Fort Meade and the National Security Agency.

Moderator: **Rose M. Channing,** President, Middlesex County College, Edison, New Jersey; Member, Commission on Higher Education

Panelists: **Kenneth P. Lawson,** Principal, Meade Senior High School, Annapolis, Maryland

Ronald M. Hearn, Jr., Director, Extension Services and Military Education, Anne Arundel Community College, Arnold, Maryland

Students as Counselors – PEER . . . . Salons 3, 4

PEER, Positive Educational Experiences in Relationships, is a primary presentation program based in the school system which leads to positive changes in the areas of delinquency, truancy, vandalism, violence, substance abuse, under achievement and poor family and peer relationships.

Juniors and seniors may enroll in a rigorous five credit course. Beginning in January these students' services become available to the school community. Called "facilitators", these students serve six elementary and middle schools, two high schools, the Burlington County Juvenile Shelter and the County Detention Center.

Moderator: **Tobyann Boonin,** Philadelphia, Pennsylvania; Public Member, Commission on Secondary Schools

Panelists: **John S. Hilkevich,** PEER Program Director, Pemberton Township School District, Pemberton, New Jersey

Richard C. Schlicher, Curriculum Supervisor, Pemberton Township School District

10:15 A.M. – 11:45 A.M. **College-School Cooperation in Curriculum Development** . . . . Seminar A

Akiba Hebrew Academy was affiliated with the National Humanities Faculty from January 1981 through June 1982. During this time, Akiba developed an interdisciplinary curriculum entitled "The Ethics of Social Responsibility" which spans the fields of history, religion, science and English.

Panelists will discuss the respective roles of the NHF and Akiba in bringing the curriculum to fruition, present examples of interdisciplinary units developed as part of the project, and discuss the lasting impact of the cooperative venture on the school.

Panelists: **Steven C. Lorch**, Principal, Akiba Hebrew Academy, Merion Station, Pennsylvania

Abraham Ascher, Faculty Advisor, National Humanities Faculty; Chairman, Department of History, Graduate Center, City University of New York, New York, New York

Jonathan Wolfman, Project Coordinator; Teacher of English, Akiba Hebrew Academy, Merion Station, Pennsylvania

Paula Bloom, Project Team Member; Teacher of Jewish Studies, Akiba Hebrew Academy, Merion Station, Pennsylvania

AP – A Shared Perspective . . . . Salon 9

A structured workshop which enhances communications between area high school teachers and their counterparts at the college. Procedures, content and outcomes will be covered by recent college and high school participants.

Moderator: **John S. Grady**, Director of the Honors Program, LaSalle College, Philadelphia, Pennsylvania

Panelists: **Dorothy Conner, SSJ**, Chairperson, Social Studies Department, Mount Saint Joseph Academy, Flourtown, Pennsylvania

Lawrence R. Beaber, Examiner, College Board Division, Educational Testing Service, Princeton, New Jersey

George B. Stow, Chairman, Department of History, LaSalle College, Philadelphia, Pennsylvania

Community Needs Assessment – The Hood Experience . . . . Dominion A, B

This session will describe Hood College's experiences in planning, organizing and conducting a day-long Educational Needs Conference for 150 community leaders. The presenters will review the results of the town meeting, with special focus on Hood's new Center for Educational Resources, a program of noncredit courses and educational outreach services designed in response to the needs of local businesses, community service groups and professional organizations.

Moderator: **Jerome M. Pollack,** President, Fairleigh Dickinson University; Member, Commission on Higher Education

Panelists: **Annie K. Kronk,** Associate Provost for Educational Resources, Hood College, Frederick, Maryland

Christine A. Young, Provost and Dean of Academic Affairs, Hood College, Frederick, Maryland

Community Cooperation . . . . Seminar B

Opportunities for a community's governing body and school board to participate in the delivery of services to children and adults of the community while utilizing the services and personnel of both groups. A brief discussion will be included on the unique Adopt-a-School program that links businesses with the school system.

Moderator: **William A. Faunce,** Principal, Atlantic City High School, Atlantic City, New Jersey; Member, Commission on Secondary Schools

Presenter: **Philip E. Geiger,** Superintendent of Schools, Galloway Township Public Schools, Smithville, New Jersey

10:15 A.M. – 11:45 A.M. **K-12 Evaluation** . . . . Salons 5, 6

A presentation on three alternative operating procedures for K-12 evaluation. The new evaluation management procedures will be detailed.

Presenter: **John A. Stoops,** Executive Director, Assembly of Elementary Schools

12:00 Noon – 1:45 P.M.

LUNCHEON AND ADDRESS . . . . Dominion C, D

Presiding: **Milton G. Bassin,** President of the Association

Speaker: **Gene Causby,** Executive Director, North Carolina School Boards Association

2:15 P.M. – 3:15 P.M.

INTERDEPENDENCE BETWEEN EDUCATION AND THE COMMUNITY . . . . Dominion A, B

Presiding: **Odette D. Harris,** Principal, William Penn High School, Philadelphia, Pennsylvania; Chair, Commission on Secondary Schools

Speaker: **Horace B. Reed,** Professor of Education and Director, The Community Education Resource Center, University of Massachusetts at Amherst

3:15 P.M. – 3:45 P.M.

Coffee Break

3:45 P.M. – 5:00 P.M.

Concurrent Sessions

An Associate Board of Trustees – Community Leadership Through Action . . . . Dominion A, B

A higher education community service board assists in developing constructive relations within the Capital District and making Siena's educational resources available to the community. A brief history including activities, impact and organizational techniques.

Moderator: **Michael J. Reynolds,** Assistant Vice Chancellor for University Planning, State University of New York, Albany, New York; Member, Board of Trustees

Panelists: **Joseph P. Orzechowski,** Director of Public Relations, Siena College, Loudonville, New York

Dell N. Thompson, Vice President for Development, Siena College, Loudonville, New York

Career Development Initiatives for Minorities . . . . Provincial North

Preparing pre-college minority students for specialized career fields, such as business and engineering. Includes identification, recruitment, motivation, career orientation and educational enrichment components. Describes activities aimed at parents, teachers, and school counselors as well as students.

Moderator: **E. Arthur Trabant,** President, University of Delaware, Newark, Delaware; Member, Commission on Higher Education

Panelists: **Elbert L. Cox,** Associate Dean, College of Engineering, Howard University, Washington, D.C.

Patricia A. Coulter, Director, INROADS/Philadelphia, Inc., Philadelphia, Pennsylvania

Jon H. Olson, Associate Dean, College of Engineering, University of Delaware, Newark, Delaware

A Volunteer College – Training for the Community . . . . Salon 10

Two aspects of service to the community include the Volunteer College which provides training for more than five thousand volunteers from twenty agencies, and the Police Academy which serves a five county area with programs for law enforcement officers and related professionals such as attorneys and prison officials.

Moderator: **Richard DeCosmo,** President, Delaware County Community College, Media, Pennsylvania

Panelists: **Walter Omlor,** Director of Continuing Education, Delaware County Community College, Media, Pennsylvania

Joyce B. Dale, Executive Director, Delaware County Women Against Rape, Media, Pennsylvania

Nicholas Spennato, Language Arts Specialist, Delaware County Intermediate Unit, Media, Pennsylvania

John Reilly, Esq., District Attorney, Delaware County, Media, Pennsylvania

The Arts and the Community . . . . Seminar B

The SUNY College at Purchase serves diverse constituencies in Westchester County and also fosters considerable public attention and good-will by conducting three cooperative ventures that emphasize the fine and performing arts: Pepsico Summerfare, a festival of the lively arts; the Westchester Arts program, in collaboration with BOCES for gifted and talented high school students in Music and the Visual Arts; the Art of the Book, in collaboration with the Yonkers Schools, a special course for selected students in grades 10-12.

Moderator: **Sheldon N. Grebstein,** President, SUNY College at Purchase, Purchase, New York

Panelists: **Lee Katz,** Vice President for External Affairs, SUNY College at Purchase, Purchase, New York

Deanne Molinari, Executive Assistant to the President, SUNY College at Purchase, Purchase, New York

Edward Colker, Dean of Visual Arts, SUNY College at Purchase, Purchase, New York

Community-Based Learning and Service . . . . Salons 5, 6

Two examples of the integration of community volunteer service into the academic program. Opportunities for personal growth, experience with life skills, and career and vocational exploration are described.

Moderator: **Clay Givler,** Principal, York County Vocational-Technical School, York, Pennsylvania; Vice Chair, Commission on Secondary Schools

Panelists: **Verdenal H. Johnson,** Coordinator, Student Volunteer Program, Morristown High School, Morristown, New Jersey

Jack V. Knott, Jr., Educational Specialist and Project Manager: CABLES, Northwestern High School, Baltimore, Maryland

Community Service . . . . Seminar A

Students put into practice the moral and Christian values taught in the curriculum. An apostolic project of service to the community allows them to come to a gradual awareness of their roles as members of a very dynamic community. This presentation will be made by a freshman and a senior student and their teacher, and include a slide program.

Moderator: **Sister Mary Jean, IHM,** Principal, J.W. Hallahan High School, Philadelphia, Pennsylvania

Panelists: **Josefina Perez,** Teacher, Academia del Perpetuo Socorro, Miramar, Puerto Rico

Camelia Fernandez, Student, Academia del Perpetuo Socorro, Miramar, Puerto Rico

Cristina Torres, Student, Academia del Perpetuo Socorro, Miramar, Puerto Rico

Urban Studies and Community Education Programs . . . . Salons 3, 4

A community relations course at Nichols utilizes an advisory committee of community leaders and the city itself as the laboratory for students. The Elmira review of business/education cooperative projects will feature a video-tape presentation. Also included is a review of their nationally recognized community education program.

Moderator: **Jane Y. Sharaf,** Head of School, Solebury School, New Hope, Pennsylvania

Panelists: **Susan Stevens,** Teacher, Nichols School, Buffalo, New York

James E. Carter, Superintendent of Schools, Elmira, New York

3:45 P.M. – 5:00 P.M. **Partnership in Education – Extending Scarce Resources** . . . . Provincial South

The Partnership-in-Education program, a joint endeavor of the Pittsburgh Public Schools and the Allegheny Conference on Community Development, provides a vehicle to involve business and industry in the schools.

The presenters will outline the process for developing a "partnership," detail the types of activities which may evolve, and provide forms useful in implementation. A slide presentation about the program will be shown.

Moderator: **Judy A. Johnston,** Director, Schenley High School Teacher Center, Pittsburgh, Pennsylvania

Panelists: **Judith Brant,** School Partnership Coordinator, John A. Brashear High School, Pittsburgh, Pennsylvania

Michele Camp, Manager, International Communications, Westinghouse Electric Corporation, Pittsburgh, Pennsylvania

Jane Burger, Director, The Allegheny Conference on Community Development, Pittsburgh, Pennsylvania

Interdependence in Diocesan Schools . . . . Parlor A

A number of schools in the Archdiocese of Baltimore have cooperative programs with various businesses, colleges and universities, hospitals, public schools, government agencies and community organizations. A team of principals will share their specific programs which are in cooperation with Radio Shack, Towson State University Student Program, University of Maryland Nurses' Training Program and the U.S. Department of Education.

Moderator: **Barbara R. Frey,** Vice President for Academic Affairs, SUNY College of Arts and Science, Buffalo, New York; Member, Board of Trustees and Executive Committee of the Assembly of Elementary Schools

Panelists: **Sister Mary Murphy, SND,** Principal, Arthur Slade Regional School, Baltimore, Maryland

Dorothy Musil, Principal, Madonna Middle School, Baltimore, Maryland

Sister Anthony Leo Cuneo, OSF, Principal, St. Elizabeth School, Baltimore, Maryland

Sister M. Donna Desien, OSF, Principal, St. Katharine of Sienna School, Baltimore, Maryland

5:00 P.M. – 6:00 P.M. **Social Hour – Cash Bar**

TUESDAY, DECEMBER 7

7:30 A.M. – 8:30 A.M. **Continental Breakfast and Open Forum** . . . . Provincial South

Co-hosts: **John L. Dixey**, Associate Director, Commission on Secondary Schools

Michael J. Guerra, Executive Director, Department of Secondary Schools, National Catholic Educational Association

Uses of the NCEA Evaluative Criteria will be discussed.

7:30 A.M. – 8:30 A.M. **Continental Breakfast** . . . . Dominion Foyer

8:00 A.M. – 10:00 A.M. **Registration** . . . . Canadian Foyer

8:30 A.M. – 9:30 A.M. **INTERDEPENDENCE BETWEEN EDUCATION, INDUSTRY AND THE MILITARY** . . . . Dominion A, B

Presiding: **Thomas J. Bradshaw**, Director of Personnel, Edison Township Public Schools, Edison, New Jersey; First Vice President of the Association

Speaker: **James M. Howell**, Senior Vice President and Chief Economist, The First National Bank of Boston, Boston, Massachusetts

10:15 A.M. – 11:30 A.M.

Concurrent Sessions

Removing Handicaps . . . . Dominion C

Industry and education have developed a mutually beneficial synergistic relationship. Students gain exploratory "work world" experiences and knowledge of "on-the-job" expectations. Industry gains access to future contributors to the workforce and sensitivity to conditions which may handicap employees. Strategies and suggestions for design and implementation, and a discussion of realistic expectations for such a program.

Moderator: **Joseph J. Kerr,** Director, Overbrook School for the Blind, Philadelphia, Pennsylvania

Panelists: **Lee Murphy,** Dean, Model Secondary School for the Deaf, Gallaudet College, Washington, DC

Frank Cowatch, Regional Affirmative Action Specialist, IBM, Washington, DC

Nancy Fones, Assistant Principal for Curriculum Development, Model Secondary School for the Deaf, Gallaudet College, Washington, DC

Classrooms to Careers . . . . Provincial North

Complementary programs support students moving into the world of work. Educational Resources Association serves as a clearing house for educational institutions requesting community resources. Jobs for Delaware Graduates uses Job Specialists to provide direct support, training and follow-up to high school seniors. This program is now part of a national network.

Moderator: **Robert H. McBride,** Manager of Business Analysis, E. I. DuPont Co., Chemicals, Dyes and Pigments Department, Wilmington, Delaware; Member, Commission on Secondary Schools

Panelists: **Douglas M. Hill,** Director, Educational Resources Association, Newark, Delaware

Verne Wolf, Principal, Christiana High School, Newark, Delaware

Sandi Manfredi, Job Specialist, Jobs for Delaware Graduates, Christiana High School, Newark, Delaware

Dorothy Triplett, Director of Operations, Jobs for Delaware Graduates, Stanton, Delaware

Field Experience Alternatives . . . . Provincial South

How can a school district provide opportunities for senior students to function in the world beyond school, to investigate possible career interests and use the community as a classroom? The Lower Merion and Tredyffrin/Easttown districts demonstrate differing approaches to these concepts. Suggestions for successful implementation, evaluation and administration are presented.

Moderator: **Daisy W. Reaves,** Principal, Simon Gratz High School, Philadelphia, Pennsylvania; Member, Commission on Secondary Schools

Panelists: **William F. Doyle,** Community Classroom Coordinator, Conestoga Senior High School, Berwyn, Pennsylvania

Mildred Fisher, Coordinator, Lower Merion High School, Ardmore, Pennsylvania

On-Site Industrial/Military Education . . . . Canadian

Both short-term training and formal degree programs offered in cooperation with a specific industry will be described. These programs are being expanded to the community at large and are expected to assist in retaining industry and expanding jobs. The College for Generals at Shippensburg provides a unique example of a dual degree graduate program.

Moderator: **Sister Colette Mahoney, RSHM,** President, Marymount Manhattan College, New York, New York; Member, Commission on Higher Education

Panelists: **Anthony F. Ceddia,** President, Shippensburg State College, Shippensburg, Pennsylvania

Cyrus A. Altimus, Jr., Dean, School of Business, Indiana University of Pennsylvania, Indiana, Pennsylvania

Norman J. Norton, Provost and Vice President for Academic Affairs, Indiana University of Pennsylvania, Indiana, Pennsylvania

10:15 A.M. – 11:30 A.M. **High Technology Continuing Education** . . . . Salons 3, 4

The Rochester Computer Education Consortium addresses the ongoing needs of local businesses for professional computer science and data processing training. Through the consortium, representatives from member companies conduct needs assessments, develop course offerings and review the effectiveness of programs. At Jersey City State College, an ADA Technology Center has been established under contract with Fort Monmouth, New Jersey. The center will provide support for the dissemination of information on ADA, a complex methodology-based computer language.

Moderator: **Walton A. Brown,** President, SUNY Agricultural and Technical College, Cobleskill, New York; Member, Commission on Higher Education

Panelists: **James S. Pula,** Associate Dean and Director of Continuing Education, St. John Fisher College, Rochester, New York

Philip Caverly, Chairperson, Department of Computer Science, Jersey City State College, Jersey City, New Jersey

Specialized and Institutional Accreditation . . . . Salon 10

The problems and challenges of coordinating specialized or programmatic and institutional accreditation.

Moderator: **Herbert R. Kells,** Professor of Higher Education, Rutgers University, New Brunswick, New Jersey; Author of "Institutional Bill of Rights in Accrediting"

Panelists: **Ursula Schwerin,** President, New York City Technical College, Brooklyn, New York

Wallace G. Clark, Jr., Assistant Director, Department of Allied Health Education and Accreditation, American Medical Association, Washington, D.C.

Robert Kirkwood, Executive Director, Commission on Higher Education

Problem Solving Through Higher Education .... Salons 5, 6

With rapid changes in most occupations and increasing technological advances, the time between skill acquisition and skill obsolence continues to shorten. Monroe's Employee Training and Development Program, providing more than 300 specialized courses to area employers, becomes a problem solving resource and an active agent for change. Northampton successfully interacts with industry to provide tailored training programs. The presentation will cover marketing, course design, staffing and evaluation.

Panelists: **Peter A. Spina,** President, Monroe Community College, Rochester, New York

Kay F. Reed, Coordinator, Employee Training and Development Program, Monroe Community College, Rochester, New York

Dorothy J. Kaplan, Director, Centers for Management and Skills Development, Northampton County Area Community College, Bethlehem, Pennsylvania

Robert G. Clarke, Director, Career Education Cooperative, Northampton County Area Community College, Bethlehem, Pennsylvania

11:30 A.M. – 12:30 P.M. **Assembly of Elementary Schools** .... Provincial North

Presiding: **Jerry C. Olson,** Director of Vocational Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania; Member, Board of Trustees and Executive Committee of the Assembly of Elementary Schools

John A. Stoops, Executive Director, Assembly of Elementary Schools

11:30 A.M. – 12:30 P.M. **Commission on Secondary Schools** .... Provincial South

Members of the Commission staff will be available for individual consultation on matters relating to the accreditation process.

PROGRAMS OF THE AFFILIATED ORGANIZATIONS

JUNIOR COLLEGE COUNCIL OF THE MIDDLE ATLANTIC STATES

President: John N. Cable, Dean of the College, Community College of the Finger Lakes, Canandaigua, New York

Vice President: James C. Gwynne, Professor of Fine Art, County College of Morris, Randolph, New Jersey

Treasurer: Marian James Deegan, SC, Associate Professor of Business, Elizabeth Seton College, Yonkers, New York

Secretary: Julia F. Carragan, Assistant Professor of Humanities, Hudson Valley Community College, Troy, New York

MONDAY, DECEMBER 6

8:00 A.M. – 10:00 A.M. **Breakfast Meeting: "Opportunity With Excellence"** . . . . Salon 10

Presiding: **John N. Cable,** President of the Council

Speaker: **Dale Parnell,** President and Chief Executive Officer,
American Association of Community and Junior Colleges

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS: REGION II ADVISORY BOARD

Vice President: Raymond P. Heath, Vice President for Student Affairs, LaSalle College, Philadelphia, Pennsylvania

MONDAY, DECEMBER 6

9:30 A.M. – 2:30 P.M. **Meeting of the Advisory Board** . . . . Parlor A

Presiding: **Raymond P. Heath,** Vice President of Region II

EASTERN ASSOCIATION OF COLLEGE DEANS AND ADVISERS OF STUDENTS

President: Albert Hamilton, Dean of Arts and Sciences, Manhattan College, Bronx, New York

Vice President: Marguerite Puhl, Assistant Dean, Duquesne University, Pittsburgh, Pennsylvania

Secretary: Arthur Shriberg, Vice President for Student Affairs, Seton Hall University, South Orange, New Jersey

Treasurer: Frederick Brodzinski, Dean of Students, Ramapo College of New Jersey, Mahwah, New Jersey

— 54th Annual Conference —

The Changing World: What the World Needs from Higher Education

SUNDAY, DECEMBER 5

2:00 P.M. – 5:00 P.M.	**Registration**	Provincial North
4:00 P.M. – 5:00 P.M.	**Keynote Address: Educating for Unfamiliar Ground** Presiding: **Albert Hamilton,** President of the Association Speaker: **Judd H. Alexander,** Executive Vice-President Dixie/Northern Sector, James River Corporation	Provincial North
5:30 P.M.	**Reception**	To be announced

MONDAY, DECEMBER 6

8:30 A.M. – 9:00 A.M. **Registration** . . . . Canadian

9:00 A.M. – 10:15 A.M. **Higher Education's Response to Corporate Initiative** . . . . Canadian

Presiding: **Marguerite Puhl,** Vice President of the Association

Speakers: **Warren Bryan Martin,** Scholar in Residence,
Carnegie Foundation for the Advancement of Teaching

Keith Martin, Dean of the School of Business Administration,
Fairfield University, Fairfield, Connecticut

10:15 A.M. – 10:30 A.M. **Coffee Break**

10:30 A.M. – 11:45 A.M. **Introducing the Student to Unfamiliar Ground** . . . . Canadian

Presiding: **Frederick Brodzinski,** Treasurer of the Association

Speakers: **Cynthia Johnson,** Faculty Associate, Office of the Vice-Chancellor
for Student Affairs, University of Maryland, College Park, Maryland –
Career Advisement

Maurice P. Hartley, Director of Cooperative Education, Cook College,
Rutgers University, New Brunswick, New Jersey – Cooperative and
Internship Programs

11:45 A.M. – 12:15 P.M.	**Business Meeting of the Association** Presiding: **Albert Hamilton,** President of the Association	Canadian
2:00 P.M. – 3:15 P.M.	**Assuring Quality in a Changing World – Two Perspectives** Presiding: **Arthur Shriberg,** Secretary of the Association Speakers: **Jeanne Kammer,** Academic Vice President, Wheeling College, Wheeling, West Virginia **Donald Grunewald,** President, Mercy College, Dobbs Ferry, New York	Canadian
3:15 P.M.	**Wrap up Session** Presiding: **Frederick Brodzinski,** Treasurer of the Associaiton	Canadian
5:00 P.M.	**Reception**	To be Announced

The Proceedings

Interdependence and Education

Keynote Address **GORDON M. AMBACH**

The University of the State of New York and the State Education Department are concerned constantly about interdependence. Our responsibilities include all elementary and secondary education; all higher education, including the professions; cultural institutions; and vocational rehabilitation. We work with traditional programs and nontraditional programs such as the Regents External Degree Program, which I am pleased to note has Middle States accreditation. We also work with business, labor and community agencies in a variety of forums to serve education and the economy of our State.

From this perspective we see the great and increasing range of connections. I would like to address these connections, not from the perspective of a State Commissioner, but from the point of view of an Institution Director, College President, Superintendent, Dean, Principal, or Headmaster. What should you be concerned about with these connections?

More Alternatives and Changed Expectations

Our society is experiencing a "disaggregation of services." Alternatives exist in many areas of life. For example, hospitals and doctors' offices aren't the only places one goes for health care these days. HMO's provide extensive services through community health plans. Similarly, many of us now do our banking electronically at our local supermarket or department store. Education is no exception to this phenomenon. A great number of schools and colleges are providing individual clients or learners what they want, when and where they want it. Secondary schools have increased their offerings of college-level work to students ready to meet the challenge. At the same time, colleges are offering high school equivalency programs to adults who missed out the first time around. And there are additional providers of education as well. CBO's—community based organizations—offer education and training programs. Business and the military conduct a

Gordon M. Ambach is Commissioner of Education, New York State Education Department.

wide range of these programs at all levels of study. Through the use of interactive technologies all these educational opportunities are available to people wherever they may be – in the home, workplace, or school. At the same time, educational resources are being measured much more by the performance of individuals or groups rather than just by test scores, years of study, or academic credentials.

Our colleges and schools must be responsive to changing demands for service and the competition. We must gain the confidence of the public, and particularly of business and industry leadership, that we are capable of causing good results.

May I comment on four aspects of interdependence.

Secondary School – College Connections

There are many examples of secondary school-college interdependence. I will comment on two issues: teacher recruitment and preparation and the changing intersection between secondary and postsecondary education.

Today there is generally a teacher surplus in our elementary and secondary schools. With the exception of mathematics and science teachers, who are in short supply, there is a large pool of qualified applicants from which administrators may draw in filling teacher vacancies. New York State currently has its smallest number of noncertified teachers in the public schools in thirty years: 250 of 171,000. Less than 2 percent of all our teachers are in their first year. But these conditions will change in the late 1980's. As enrollments increase and teacher retirements rise, New York will probably need between 8 and 10 percent new teachers by 1988. A look at the figures on new teaching certificates issued in 1968 and 1980 illustrate the downward trend in New York's teacher supply.

New Teaching Certificates

	1968	1980	Change
Science	3,571	551	- 84.6%
English	2,355	774	- 74.9%
Mathematics	1,920	458	- 76.2%

We must get this message out to the public and our colleges and schools and then work together to develop new techniques to attract qualified candidates to the teaching profession. We need new and increased recruitment efforts at the secondary level. This effort can be helped through one-to-one encouragement of able students by teachers and administrators, the re-establishment of future teachers clubs, and wide publicity of the improved employment prospects for teachers. At the college level we need to establish the importance of teacher education. On campuses where teacher training is not offered, good students with strong academic majors should be directed to graduate teacher education programs.

New scholarships for future teachers, forgivable loans, and guaranteed employment opportunities are just some of the approaches we ought to consider. We must also address the employment conditions in our schools – long a source of dissatisfaction among teachers. Can we make teaching more attractive by reduced teaching loads, stronger financial incentives, joint appointments between schools and business (especially in mathematics and science), and college scholarships to children of teachers who have served ten years in the schools?

Overall, we need to sharpen our estimates of need and target resources on fewer, more able candidates. You don't train two or three doctors to get one to practice. Why do it for teaching?

A second observation has to do with changing the intersection between secondary and postsecondary education. There are several factors that suggest a change in the dividing point between secondary school and college. Let me cite a few. Secondary school students generally are maturing earlier than was true in previous generations. They are completing high school graduation requirements at an earlier time so that often there is little need for more than a course or two for graduation come twelfth grade. There is widespread "senioritis" from the lack of sense that twelfth grade is directly beneficial to continued learning or preparation for employment.

At the college level the long-discussed decline in enrollments has not completely arrived. The size of successive twelfth grades, however, will drop steadily. In the latter part of the 1980's, college attendance from those who are in the age bracket of 17 to 21 will probably drop significantly. By the latter part of the 1980's, when secondary school enrollment will be quite stable, the increased age of staff will result in a higher proportion of retirements. Existent lists of "excess" teachers who have been laid off in the latter part of the 1970's and early 1980's will probably have dissolved. There will be staff shortages and a demand for increased numbers of secondary school teachers of quality. There will be particular shortages in the technical, scientific, and mathematic fields.

The elementary schools will continue to be under pressure to provide schooling for all kindergarten and prekindergarten children, at least the four-year-olds. A proposal for a state-funded program for four-year-olds has been advanced in New York State by the Board of Regents. The necessity for systematic learning at earlier levels of childhood has been established. The impediment is lack of resources rather than lack of desire.

Thus, from the perspective of secondary students, colleges and universities and school systems, there seems to be a convergence of factors which would make possible an effective change in the grade level dividing secondary and postsecondary education. The change should not significantly alter long-term financing requirements while providing an actual increase in educational service over a broader age span.

The change, which might occur in the latter part of the 1980's, would conclude the secondary school experience at the completion of grade eleven (age 16 or 17 for most students) and provide that the postsecondary or collegiate experience begin with what had formerly been twelfth grade. Elementary and secondary school systems, having had one grade level shift to the postsecondary level, would then have a capacity for the inclusion of prekindergarten for four-year-olds. The postsecondary institutions should have a capacity for absorption of those students and be in a better position to provide a stronger quality of faculty who would otherwise be excessed from colleges and universities because of a lack of students. The length of study for a baccalaureate need not be changed, but the pattern of increasing the time for completion of the baccalaureate from four to five years, which has been developing in the past three decades, would probably be enhanced.

We can think of hundreds of reasons why such a change might not work. Perhaps on the reflection of a considerable design and planning work in the next few years we might conclude such a change shouldn't be tried. But the factors seem to be coming together in the latter part of this decade that would indicate significant advantages of sensible redeployment of educational resources which will be more and more scarce.

Piecemeal changes to accelerate or decelerate one part of the system have not been lasting. The effectiveness of the change described above would occur only if there were a revision throughout the nation with a readiness to adjust by both secondary and postsecondary institutions. I urge we think about it as a pivotal issue on connections between postsecondary and secondary schools in the 1980's.

Networking Education and Cultural Institutions

May I comment on a second aspect of interdependence, our efforts at networking education and cultural institutions. Our objectives have been to achieve more efficient use of resources through such networks and other connections and to establish student connections with cultural institutions for continuing or lifelong learning. For most of us, our continued learning is in museums, libraries, historical societies, or preservation groups. That is happenstance. Were these ever really connected for us by educational institutions? Today there are marvelous examples of new connections such as historical societies and social studies curriculum; and museums and arts organizations.

There are other examples, some of which involve state appropriations and formal structures. Since 1978 we have had the School Library Pilots Projects. More than 350 schools and 250,000 pupils have benefitted. It has already paid for itself in the reduction of book purchase. This program has provided opportunities for librarians to confer and reinforce each other.

Our Interlibrary Loan Program links the resources of libraries in colleges and universities, research, corporate and public library systems with the State Library. There are 150,000 transactions or loans per year. Users have access to virtually the complete collection of New York held materials.

The Lincoln Center Institute serves New Jersey, Connecticut and New York by providing Summer Institutes in the Arts at The Center for Elementary and

Secondary Teachers. The program is now being replicated in Buffalo, Syracuse, Albany and Rochester. Linkages are provided by the New York Summer School for the Arts for our most talented performing artists to work with the Philadelphia Orchestra and the New York City Ballet. These interconnections can be replicated to help build audiences and develop talent.

Education and National Defense

A third important connection is between education and national defense. The multiple relationships here should command a separate presentation but let me touch briefly on some key items. Research and development relationships have existed for some time. These are concerns related to both the importance of the DOD resources and the issues of academic freedom and academic balance of institutions. There is the use of colleges and universities for ROTC programs and other special preparation. I note here our advocacy for an RETC program with colleges to train noncommissioned officers. There is the connection that results from the use of college benefits as incentives to enlist.

There are three other relationships which are quite new and important. They are technical but they must be monitored, particularly by accrediting associations.

The Crosswalk Project. The Department of Defense recognizes that efforts expended at the national level to include the military as an occupational alternative in labor market information systems will not be successful unless military job and training information is integrated into civilian labor market information systems. For these reasons, the Department has recently awarded a contract for the development of the military component of a national occupational information system, known as the Crosswalk Project. This project will develop a system correlating military occupational information with that of the Federal Departments of Labor and Education and the fifty states.

We have concerns. How can the range of career information resulting from the Crosswalk Project be used effectively by education institutions? What mechanism can be developed to keep education institutions informed about the progress that has been made and the materials developed?

Computer-Based Functional Basic Skills Project – A "National Secondary School". The Army is developing a computer-based program to teach functionally-oriented basic skills related to specific military jobs. Recently the contract to develop these skills was awarded to Florida State University at Tallahassee. The terms of the contract require the recipient to devise an integrated plan to obtain agreement for granting high school diplomas for students enrolled in the program in 21 states and the District of Columbia. New York is the only northeastern state included.

Part of the value of this effort will be to gain wide acceptance within the civilian academic community for the Competency Based Adult Education (CBAE) high school credential which will be awarded for successful completion of the proposed Army program. Accordingly, the Army's credential must meet two important criteria. First, it must be academically comparable with requirements for high school credentials earned through basic education programs offered by state certified or accredited high schools and by regionally accredited postsecondary institutions throughout the United States. Second, it must provide transferable credit for successful completion among credential-granting secondary and postsecondary institutions servicing Army communities and institutions worldwide, so that course work completed at one installation need not be duplicated at another for credit toward a credential.

"A national secondary school?" The need for interdependence here is obvious.

Transfer of Research and Development Results. I note on your program a session with St. John Fisher College and Jersey City State College to discuss their work with DOD to transfer high order computer work to business applications. There is a strong research investment in educational technology and technique by DOD to which we need access. For example, the Army Research Institute for Behavioral and Social Sciences has developed a hand-held computerized tutor for basic skills program. Developments like this must be shared with education. We must work with DOD to establish technology transfer centers such as NASA has done to take advantage of military research and development results.

Education and Industry Partnerships for Economic Development

All educational leaders are engaged in extensive discussions with business and industry leaders to develop joint programs and projects. This is the fourth example of interdependence that I will discuss this evening. In New York the Regents and the State Business Council are preparing a joint legislative program for the first time ever. These business leaders want our colleges and schools to provide a well-prepared work force with strong foundation skills and a strong work ethic and habits. They want research and technical assistance for high technology. They are coming to recognize the need to join more closely with educational institutions for retraining the current work force. At present it is estimated that businesses spend $50 billion a year on training and education, a sum which equals the budgets of all U.S. colleges and universities combined. Business leaders want to reduce their expenditures and are turning for help to schools and colleges. Can we meet that challenge?

We need to convince business leaders of the soundness of their investment in our schools and colleges. We can build our case in two ways. First, we can point out the changing nature of the work force. As the "babyboom" group of our present population reaches their sixties at the beginning of the 21st century, they will be looking back at a much smaller work force and one that has changed considerably in composition. At present, minorities comprise 13 percent of the work force; twenty years from now that figure is expected to be 30 percent. Business leaders must recognize that it is in their best interests to invest now in training and education of people to meet society's needs.

Our case also should be built on the need to improve the quality of life in the workplace. Study after study shows that workers need both motivation and satisfaction to keep their morale and productivity high. They need and want more than technical skills; the humanities and arts, which education provides, are indispensible ingredients for a satisfying and productive life.

Interdependence – Building Support for Education by Giving Support Through Education

This evening I have signalled key aspects of interdependence. Some relations are among educational institutions. Others connect education and cultural institutions. Still others connect military, business, or community. Through these relationships we can build support for education by giving support through education. To accomplish that requires us to assure strong interdependence among educational institutions.

The most difficult design task in any construction project is to assure that the connections among the members are adequate to support the structure. So it is with the structure of education. Learning is continuous. Without well-planned and executed connections among the different levels of study and institutions, the structure suffers the inefficiency of gaps and overlaps or it crumbles. We can't afford that waste.

HONORABLE FRANK ROBEY

MS. DORSEY: Good morning.

I'm going to call this session to order. This is the session entitled Interdependence in Education, the first major gathering for us all in this Meeting of the Middle States Association of Colleges and Schools.

It is a very real personal pleasure today to be here to introduce the speaker, the Honorable Frank Robey, who is a long-time friend and long-time powerful voice on behalf of education in the State of Maryland. Frank is a native of Baltimore. His background provides experience in education and politics in a very unique way, centered in Baltimore but extending through his career from Puget Sound through Wisconsin to New York City, a teacher in both junior and senior high schools. He has been Assistant Principal and then Principal of Patterson High School in Baltimore for twelve years. In 1981, he was named Staff Director of School Management Data Services for the Baltimore City Public Schools. In addition, through these years, he taught at Essex Community College and Community College of Baltimore. Since 1970, he served as a member of the House of Delegates of the Maryland General Assembly. For ten years he was a member of the Appropriations Committee, which you will all recognize as one that has extreme importance for the course of all education in the State. Active in many groups, he's a member of the Board of Trustees of his own alma mater, Western Maryland College. Appointed to the Southern Regional Education Task Force on Higher Education in the Schools, it was he who presented the report of that Task Force to the Southern Governors' Association at their Annual Meeting last year. This report focused on ways to improve the quality of teaching and learning at all levels and is an appropriate focal point for discussion today on Interdependence in Education.

Ladies and gentlemen, our speaker, Frank Robey.

(Applause)

MR. ROBEY: Thank you Dr. Dorsey.

It's a pleasure to be here. I guess I must also confess that I fear or feel at this moment some trepidation. Dr. Dorsey mentioned a moment ago that I was Principal of Patterson High School, and I still haven't quite gotten over the anticipation of Middle States evaluation every ten years or so. If some of you who are in the audience have been through the Baltimore City Public School System on its annual evaluation trips, you know of which I speak. You strike fear in all of our hearts, and I guess I still have some of that trepidation with me.

Dr. Dorsey was most kind. I want to say that I have probably the feeling deep within me of a speech yet undelivered. Today, may be counted as my farewell

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The Honorable Frank C. Robey, Jr., is a member of the House of Delegates of the Maryland General Assembly and the Southern Regional Education Board.

address to the Maryland General Assembly, inasmuch as I sought re-election and did not achieve the same. My colleagues today in Annapolis are caucusing to elect a new Speaker and a new President of the Senate. I had dreams, perhaps, in that regard, myself, but here I am. Their loss is your gain, or your loss to me, perhaps, is their gain in Annapolis, I'm not sure which.

I also want to just offer a word of consolation to those of you who arrived here Saturday. As a long-time Army fan, I thought it was quite appropriate that I had selected the hotel that was the Army Headquarters for the Annual Army-Navy Football Game. That's, of course, until I arrived and the lobby was filled with wall-to-wall people. Then as the night progressed in this room and other hallways and byways of the hotel, I think Army set a record for the last drink to be downed at about 6:07 A.M. on the eighth floor. Consequently, we're still somewhat shell-shocked. Please forgive me, then, if I at this point say: Go Army, beat Navy, or some such sort of thing, because I kept hearing it all night. I guess there is a small note of consolation, however. Just think of what it would have been like had we been in the hotel where Navy was headquartered. They were the victors and we were with the losers and they were celebrating in this fashion.

It has been an honor and a pleasure for me to serve for the past two years on the Southern Regional Education Board's Task Force on Higher Education in the Schools. It's also obviously an honor and a pleasure for me to have been invited to speak about the recommendation of the Southern Regional Education Board's Task Force to a group of educational leaders who are in a position to do something about improving quality in our schools and colleges.

The theme for this 96th Annual Convention of the Middle States Association is Interdependence in Education. In all probability, it was this concept of the interdependence, or at least the recognition of its existence and the need to make it work for the betterment of education, that sparked the creation of the Southern Regional Education Board in 1948. Perhaps at this point I might say something about the Southern Regional Education Board, inasmuch as my home State of Maryland is a member of the Southern Regional Educational Board, but we are also a member state of the Middle States Association of Colleges and Schools.

The Southern Regional Education Board is the nation's oldest interstate compact for higher education and certainly a pioneer in regional planning and action for the effective multistate use of educational programs. It brings together the governors, legislators and educators of its fourteen-member states from Maryland to Texas to work in concert to advance education, and in so doing, to improve the social and economic life of the South. Interdependence was most certainly the concept that led to the creation of the SREB's Task Force on Higher Education and the Schools, as well as the realization that the problems facing education are not neatly divided and won't be solved along some artificial lines of demarcation. Indeed, even the membership of the Task Force could be viewed as a recognition of the imperative need for the political leaders of our own states and the officers of our schools and higher education to work together to improve the quality of education at all levels.

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The Task Force of which I speak consisted of seventeen members: the Lieutenant Governor of Kentucky, Martha Lane Collins; three members of the state legislatures of the various states of the South; two State Superintendents of Schools, Dr. Davis of Virginia and Dr. Wayne Teague of Alabama; the members of state boards of higher education and state boards of education; the President of Jackson State University; deans of colleges of education; and others.

The members of the Task Force represent a rather unprecedented group comprised of approximately half lay persons and half educators. Among the educators, there is a cross-section from classroom teacher, to college professor, to the dean of a college of education, to a school principal, to a state superintendent, and members of state boards.

A year was spent in very thorough research and intensive debate on how we would define the problems of education in the South. The title to our report published in June of 1981 says it all: "The Need for Quality". Let me share some of the more detailed recommendations as we go along. You can receive a copy by writing to the SREB in Atlanta, Georgia.

The report received an enthusiastic reception from the Southern Governors' Association, the Southern Regional Education Board Executive Committee and the Legislative Advisory Board. Unlike most Committees that are disbanded once they have presented their recommendations, the Task Force was asked to continue its work for another two years to insure that quality improvement programs are begun and sustained and that results are achieved.

In our work, we are constantly reminded that we cannot consider all of education's problems. Our particular charge must focus on the interdependence of the levels of education. It is with this fundamental precept in mind that I would like to zero in on those issues which the Task Force found to involve interdependence and thus begin my charge for this morning's discussion.

I would like to examine three such issues: the need for better teachers, raising academic standards, and meeting teacher shortages, discussing all three of these from the standpoint of what was found, what was recommended and what is happening now, following the issuance of the report in June of 1981.

First, what did we find? Generally, the Task Force was mindful that over the last generation, the South has made tremendous strides toward the improvement of education. It is no small accomplishment, for example, that within the past thirty years the region has moved from having less than half of its young people graduate from high school to today's graduation rate of nearly 75 percent of all those who enter high school. We found the expansion of higher education equally outstanding, with enrollments in public institutions now ten times as high in the South as they were thirty years ago. Over the past generation, the Southern States have made giant strides in expanding educational facilities and offerings and in expanding opportunities for all citizens at all levels of education. We need not digress too long on the history of the South in the last thirty years, since Brown vs. Board of Education in 1954.

Some developments in the South, some of which are fact and others informed assertions, which bode fully for the future of education, can be attributed at least to the areas and our society's own inconsistencies. While there are large numbers of talented individuals in the teaching profession, the average college entrance examination scores of students entering teacher training have gone down. This is somewhat universal throughout the rest of our nation, but it is quite severe in the Southland. There are significant numbers of teachers who are less talented and less well-trained than reasonable standards would require. Significant numbers of talented successful teachers are leaving the profession for other employment. There is a rising elementary school enrollment in the Sunbelt portion of the South, so that declining teacher training enrollments are rapidly leading to severe and very critical teacher shortages. Most school systems already report critical teacher shortages in several fields, particularly in math and science. We ask, is it no wonder that there is a developing teacher shortage when the average teachers' salaries for thirteen of the fourteen Southern states rank below the national average? The exception of the fourteen states is my own State of Maryland. But then, we tend to pull the average down in the Baltimore City Public Schools, with regard to our average salaries. The salary structure is also reflective of the regard in which the profession is held by the general public. A further decline in the quality of persons entering teaching may be accompanied by a decline in the public esteem. A decline in public esteem will lead to fewer persons of talent entering teacher training and in still more talented teachers leaving the profession. A decline in public esteem in all probability will make it more difficult to obtain adequate public funding for schools. Such are, the findings of the Task Force on Higher Education in the Schools.

The dilemma is apparent. Schools and teachers must improve before salaries and resources will be increased. But salaries and resources must also be increased if the profession is to avoid losing most of its able members, and at the same time, attract talented new members. The SREB report is predicated on this notion, saying: "There is little indication that the public will provide significantly more financial support in the face of declining quality. Thus, while part of the solution is substantially higher pay, this will have to be linked to a number of quality improvement efforts before the public responds favorably."

Our first group of recommendations centered on selecting and securing better teachers. This is one area where Southern States have been somewhat innovative in recent years. All but a few of the Southern States have endorsed minimum competency testing. Testing is a crucial component in the greater selectivity process. We recommend that passing scores on these tests be set and maintained at sufficiently high levels, both to screen out the unqualified and to help attract more gifted students to teacher careers. We recommend that states apply selectivity through the entire process of preparing teachers; certainly selectivity on the basis of minimum competency should occur earlier rather than later in the process upon admission into teacher education programs. I think there is probably not a region in the country that is going pell-mell toward competency testing as is the South. Of the fourteen states there are only three to my knowledge at this time that do not have some form of minimum competency testing for entrance into the profession. The sad fact of the state of the art is, however, that competency testing comes at the end of the preparation of the student and not at the beginning stage. Our recommendations are heavily weighed in favor of efforts at the beginning stage and continued evaluation of teachers throughout their entire teacher preparation program.

One overriding theme of our report is that schools and colleges can no longer act alone to solve common problems. Many of our recommendations call for a renewed partnership in education. In the case of improved teacher selection, we called SREB to convene representatives of both state departments of education and state higher education agencies to assess these teacher selection techniques regionally. As I stated, right now virtually every state has a different test or at least different cut-off scores for the standardized National Teachers' Examination. One effect of this, we found, is that we are blocking the migration of well-qualified teachers by requiring retesting in each state and penalizing them with provisional status and lower pay at the same time. Another finding is that in some instances individuals are moving from state to state seeking the lowest common denominator. Clearly, regional action or a regional test is obviously suggested here rather than reinventing the wheel in every state. Two states, Florida and Georgia, have spent thousands of dollars developing their own in-state teacher competency exam. What is being suggested in our area of the country is a regional examination or regional agreement as to what is expected with regard to minimum competency for entrance into the profession.

There is no single issue on which greater coordination between the schools and colleges is needed, than how to strengthen teacher education programs. About 350 colleges in the South alone are in the business of preparing beginning teachers. When you consider the sharp declines in undergraduate enrollments in these programs, it is doubtful whether there will be enough students to make it feasible to operate all the colleges or departments of education, to say nothing about improving their quality. This situation is especially disturbing in view of the expected general shortage of teachers in the South. Although it is quite clear that we do not need a complete array of specialties offered in every college of education, we need to make sure that appointments for teacher education are widely dispersed and that opportunities are similarly dispersed. Therefore, we recommend that each state assess the need for, and the quality and productivity of, all teacher programs and specialties. A top priority should be to eliminate unnecessary duplication and to consolidate programs. The private colleges should be encouraged to participate in such evaluation. We urge you to make this evaluation a very important and significant joint evaluative step.

Today, in the South, after graduating from teacher education programs, teachers face a new certification system, a system that is inflexible and burdened by unnecessary requirements. It seemed to the members of the Task Force that we have veered from the central purpose for these certification regulations, namely, to protect children from incompetent teachers. Today's maze of intricate rules stems partly from state laws, federal mandates and vested interests. It is understandable then, that many groups are now demanding an end to this artificiality which has crept into the certification process. The Task Force urged its member states to modify their certification regulations and to remove rigid and unnecessary requirements. We urged revisions to identify and assign specific responsibilities for certification to both the state and to educational institutions alike. We also urge that certification barriers which prohibit qualified arts and science graduates from entering the teaching profession, be removed, at least in times of emergency and critical shortages. The recommendation to remove the barrier of certification for math and science teachers at the high school level perhaps has become the region's most controversial recommendation. Obviously, it was attacked by every teacher organization in the entire South, including my own Maryland State Teachers' Association group.

We also recognize that improved selection of new teachers will not have dramatic effects, because at the most, teacher turnover rates are 10 percent annually within the South. What can be done to improve teachers already on board then becomes a major question. As members of the Task Force, we were not impressed with the system of sending teachers back for more and more graduate credits. There is little evidence that the thousands of graduate credits teachers have amassed to gain recertification (or pay raises) have contributed much to improve teaching. Staff development programs could be tightened and may hold more promise for producing effective teaching. The criteria we identified as crucial for staff development are as follows: the program should be both school based and school centered; should have substantial input by teachers; should address individual needs of teachers; and should address objectives of the school or the school district which is a participating member in that particular program. There is perhaps no area in need of greater school, college cooperation than staff development. We recognize that the present reward system of higher education has served as a disincentive to get college faculty involved with the schools. We are hopeful that college presidents and deans are awakening to the fact that faculty who provide service to schools should be rewarded on a par with those who produce research papaers.

We also addressed the issue of raising academic standards in education throughout the South. We thought that it was important, and that it was impossible for either sector of education to move alone on this item. If colleges send no messages to high school students about the need to take a vigorous high school curriculum, how are the high schools to be expected to promote more math and science in the student program. On the other hand, if high schools don't produce graduates who have mastered both literacy and computation skills, can we fault the colleges for saturating their curriculum with remedial courses?

An interesting situation we found in the South was that there is a critical shortage of math and science teachers. This may well be our own doing. By that I mean, in four of the fourteen States, only one credit in math and one credit in science is required in the entire four years of high school curriculum for high school graduation. One state of those four that required such a standard for graduation is perhaps the poorest example in terms of the percentage of high school graduates. That particular state has 60 percent of its student body that enters a high school program in the ninth grade not completing high school even with their own standards.

I had the honor again of being a part of the curriculum study program a few years back that was revising the number of Carnegie units of credit required for high school graduation. We felt we were world-beaters when we raised the number of credits required from sixteen to eighteen, even though there was an opportunity to take twenty-four credits in four years of education at the high school level. In Maryland, we soon set the minimum at eighteen. When eighteen became the standard for obtaining a high school diploma, in the senior year at least, we had students needing only to take English because English was required in each of the four years in order to graduate. Now, why did we develop this wonderful program back in the mid-1970's? Because we felt that education was going to become prescriptive and we were going to provide a wide variety of electives that would enable each individual to grow as an individual and to fulfill his or her own individual educational needs.

I know what happened in my high school, and in Baltimore City as well. Where we only had 60 percent of our student body at Patterson High School going on to college, we saw a rapid decline in college preparatory enrollment, because a student needed only those eighteen credits to graduate from high school with a general diploma. Soon thereafter, the State Board of Education indicated you couldn't issue a standard high school diploma in the name of your high school, you had to issue the State diploma, period. Then another regulation came down the line that you couldn't differentiate on diplomas whether a student had completed college preparatory programs, vocational educational programs or business education programs, and that caused its own set of declines as well.

I get very emotional and talk a great deal about what happened in the City. In fact, Baltimore City in an effort to integrate tried to keep within the confines of the public school system, a white majority population which had fled to the counties. This was done to help us to integrate and meet Supreme Court and ACW mandates for desegregation in 1975. What we did was to create a whole series of magnate specialty high schools. If you can think of a school that has to be a specialized high school, we have it in Baltimore City. We have a school for the humanities, for the performing arts, a technical and science high school, an all girls' school for the humanities, a co-ed school for the humanities, and a high school that is devoted exclusively to business education. Of the nineteen public high schools in Baltimore City, we have nine devoted to such specialties where criteria for admission are set. The students who have any degree of academic talent at all are encouraged to attend these particular schools.

What we have in the city is what's called a schizophrenic system. In effect, we are telling the parents and the students in our city that if you have any degree of academic talent at all, you should attend one of the special high schools scattered over the city. For those of you who don't care to go or don't quite live up to the standards, we have an institution called a comprehensive high school. You can always go there. Take a look at any one of our ten comprehensive high schools in Baltimore City and you'll see a population that's probably 90 percent general students; perhaps 5 or 6 percent college preparatory and/or vocational-technical oriented; and perhaps 2 or 3 percent in some form of distributive education. Isn't that a tragedy?

Recommendation 16 of the Southern Regional Education Board's Task Force or Higher Education in the Schools did, in fact, say something about the offerings of high schools in the South. Most states in the South are rapidly taking a look at the high school curriculum. One of the four states with one math credit and one science credit necessary for high school graduation is now requiring four English credits, three math credits, three science credits, three years of a single foreign language, a year in health education and a year in physical education to meet the bare minimum requirement for graduation.

The trend now occurring throughout the region is to emphasize an increase in math and science high school graduation requirements. Think of it for a moment. There we were examining education in the South, finding a tremendous need for math and science teachers. When we looked at requirements for math and science in the high school, we found we were asking in many states for one or two courses at best. By the way, not to let my state off the hook again, Maryland requires only two math and two science courses. It is possible for a high school graduate to have completed all math and science requirements by the end of the sophomore year and never see a math or science course again in the public schools in our state.

In the South at the present time a simultaneous trend is occurring in higher education, with the colleges and the universities of the South beginning to adopt tougher college admission standards. We are beginning to see the two reinforce each other.

A Maryland Secondary School Commission is contemplating requiring twenty-four credits for graduation from high school in Maryland. That means, obviously, that no individual could graduate from high school in Maryland unless he had completed a full year satisfactorily, of all course work taken at the ninth, the tenth, the eleventh and the twelfth-grade levels. That solves the problem of having some students needing only sixteen or eighteen credits and having the opportunity to fail six or seven or eight courses along the way with no challenge ever to make them up or master the skills that may be entailed therein.

I must criticize, however, the recent effort of the Maryland State Board for Higher Education, where they have taken it upon themselves to dictate the minimum standards accepted from high schools for admission into Maryland colleges, the University of Maryland and Morgan State University as well. They are talking now in terms of four English, three math, three science, one health education, one physical education credit, three credits in a single foreign language while encouraging another foreign language experience. Now, that may not sound too bad, except that within the parameters of the English credits, they are demanding that one year of high school English be devoted exclusively to English literature, another year will be devoted exclusively to American literature, and another year will be devoted exclusively to writing and composition and grammar skills. I'm not saying that the move is not needed and that it's not a good move, but it appears we have perhaps a semblance of combat and lack of coordination rather than cooperation.

I would like to raise a topic at this point that might be as touchy a subject here in the Middle States area as it is in the South. The Southern accrediting group, our counterpart in the South, has started to raise the accreditation standards, in such a way as to come into conflict with the raising of some of the academic standards in public secondary and higher education. We, as a Task Force met with the SACS when the question was raised about the relevancy of current accreditation standards to the kind of quality indicators we recognized. I was never more amazed when I asked the question of one individual from the Southern States Association: How do you go about your evaluation procedure in the South? He said, "Well, we take the objectives that have been given to us by the school and we measure their success against their own stated objectives, having no idea what standards are involved, just to measure how a school would perform against its own stated objectives." I asked, "If a school adopted what really would be minimum or even in fact mediocre standards, would you, in fact, evaluate a school as outstanding and meeting its own objectives of mediocrity?" And he said that was possible.

I spoke a moment ago of the shortage of math and science teachers, and with this I would like to conclude very quickly with an example of cooperation and coordination in interdependence and how to solve it.

The State of Kentucky among the Southern states has probably the most critical shortage of math and science teachers for reasons we have not discovered. During the last session of the Kentucky Legislature, I started a loan/scholarship program in math and science. A student who graduates with a math or science background, fully prepared as a teacher, will have a year of this college loan scholarship forgiven for each year as a teacher within the Kentucky Public School System.

The one area that I would like to conclude with, is the need for joint meetings of governing boards within each state. Since I have been so critical of Maryland, and in particular Baltimore City, I would like to emphasize that in Maryland we have by statute Boards of Higher Education and Education governing all elementary and secondary schools, as well as vocational schools. Many Southern states have a separate Vocational Education Board. We found that none of the Boards met or acted together. We mandated in Maryland a cooperative effort between the State Board of Education and the State Board for Higher Education. There is a Joint Coordinating Board. In all honesty, we mandated that in 1976, and the first time that they met was 1981. So it took them a while to gear up.

But there are also other examples throughout the South of interdependence in operation. I would appreciate the opportunity to talk about the developing coordination that is taking place throughout all of the Southland and of the move to operationalize interdependence that is taking place.

The Task Force is convinced that interdependence is the way to go; that cooperation, collaboration and coordination are absolutely essential in this time of scarce tax dollars. And it also believes that no matter how controversial the recommendations that were made may become or seem, the Task Force has the public support necessary to make most if not all of the changes found in the twenty-five recommendations.

I wish you luck in your further discussions here in Philadelphia. I hope in some small way that I, in my farewell address about the Southern Regional Education Board's Task Force and to the Maryland State Legislature, have helped you or have sparked you for your discussions to take place later on today.

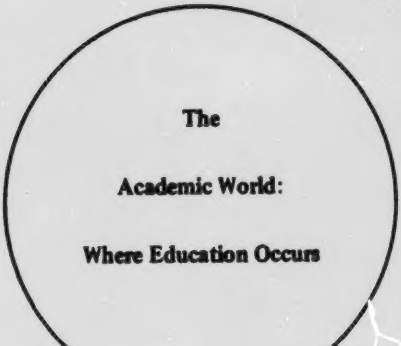
(Applause)

Interdependence Between Education and the Community

HORACE B. REED

The main theme of my talk today is to explore an evolving concept of the interdependence of education and community: past, present and possible future, with the main emphasis on the future. Briefly stated, the more distant past saw education as the role of schools and colleges, with minimal direct connections with the larger community. The near past and present sees education as trying to reach beyond the campus, making connections with more diverse populations of learners. In the future, education may be seen as a system of interrelated, community-based organizations, with schools and colleges being one of several components of such a system.

The title of this Convention is especially appropriate for the points I want to make. Note that the title is not Interdependence in Schooling, but Interdependence in Education. I describe education as any overt, organized, communicating effort to help persons and organizations to improve the quality of life. Schooling, elementary through university levels, is one such effort. Many hundreds of other settings in a community or nation are also involved in such educational efforts: human services, government agencies, self-help groups, business and labor unions, religious groups, libraries and museums, the media, etc. Education can thus be seen as a system of settings through which individuals and organizations learn and develop.



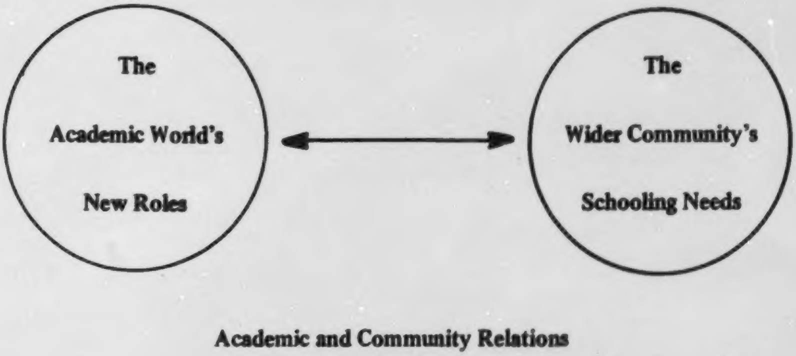
Education as Schooling

Horace B. Reed is Professor of Education and Director of the Community Education Resource Center at the University of Massachusetts at Amherst.

It is probable that the prevailing view still has a past orientation, one that considers schooling and education as synonymous. This view can be pictured as seeing education as the exclusive role of schooling. One might draw a circle, inside of which there is the inscription: The Academic World: Where Education Occurs.

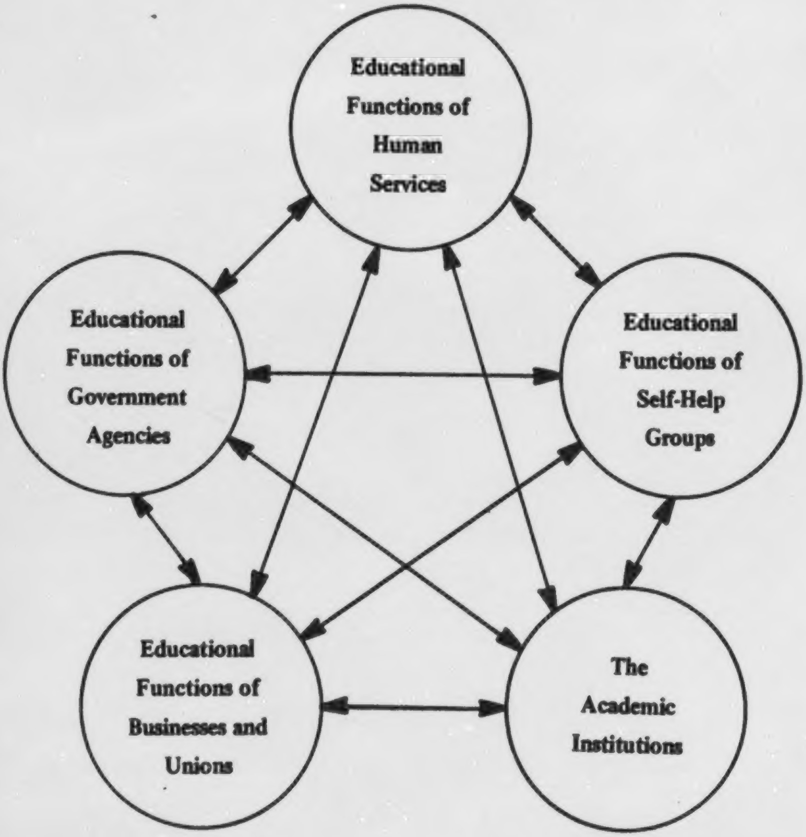
In recent years there has been a growing trend in the academic world towards a more inclusive vision. This trend explores ways that schooling and communities can develop closer relationships. Examples of this out-reach include the influence of the progressive education movement, cooperative education programs of work-study, continuing education and cooperative extension approaches, external degree and university without walls alternatives, distance education, free university models, the invisible university, etc. Concommitant with these efforts has been the vast expansion of the types of learners being served: disenfranchised minorities, young adults, older citizens, the incarcerated, dropouts, people in transition, etc. These trends are continuing with increasing momentum as we continue to gain experience in handling the pedagogical, organizational and financial factors of more non-traditional schooling. To diagram this trend, one might draw two circles, side by side, with connecting arrows, one circle inscribed: The Academic World's New Roles, and the other circle inscribed: The Wider Community's Schooling Needs.

A vision of the future sees education as a much more inclusive concept than schooling. Powering this vision of education, in part, is the very interesting influence of Third World countries on industrialized nations. Faced with a multitude of village and community issues (health, food production and distribution, development of new infrastructures, population concerns, governance and empowerment, etc.) many of these Third World countries have turned to out-of-school or nonformal education as a significant means of prompting individual and community development efforts at the village level (agriculture, transportation, health, family planning, commerce, construction, etc.) Such efforts are generally much less formal than schooling; being more flexible in methods and delivery;



Academic and Community Relations

more inclusive in objectives that address many life functions; more adaptive in use of space, time and resources; more open in qualifications for facilitators and learners. The view of education is making an impact on communities in industrialized nations. Such terms as nonformal education, lifelong learning, beyond schooling and the learning society, are currently in use to describe education when seen as a system of community based settings. An analogy is a wheel with many spokes, with the academic world as one of the important spokes, but not necessarily the hub. To diagram this trend, one might draw several circles in the form of a wheel with each circle potentially connected to the others. Inscribed in the respective circles would be: Educational Functions of Human Services; Educational Functions of Business and Unions; Educational Functions of Self Help Groups; Academic Institutions; etc.


Educational Functions of Human Services
Educational Functions of Government Agencies
Educational Functions of Self-Help Groups
Educational Functions of Businesses and Unions
The Academic Institutions

Education as a Community System

The vision of education, seen as a system of community based organizations, has been powered not only by the experiences with nonformal education, but also by a growing awareness that organizations learn and develop. Education as a community system, with its interrelated wheel of organizations, calls for pedagogical innovations for both individual learning needs that are relevant to many life functions, and for organization learning needs as regards purposes, structures, processes and personnel.

This greatly expanded vision of the why, what, how and where education takes place in communities, is already going on throughout the world. It will continue to evolve even if schooling organizations do not actively seek ways to be a more organic and contributing part of this educational gestalt. Yet I believe this new vision of enhancing the quality of life can be mutually enriching through the in-depth involvement of the academic world.

There are real barriers that block the further interdependency of schooling with the rest of the community-based system of education. It seems most unlikely that these barriers will be penetrated in major ways on a national or state level in the near future. But at more local levels, in this and other countries, there are useful explorations going on. These efforts are the seedbeds for wider participation of schooling, as we learn what can and cannot be done, what adds to the quality of life and what does not. The bottom line may be the decisions as to how intense the linkages should be among the educational system's community based organizations, so as to gain the connected benefits of degrees of autonomy and of degrees of networking, cooperation, coordination and collaboration. At this point in the evolution of community based systems of education, there is room for much dialogue, research, and evaluation of local experiments. A description of an ongoing action research project will help clarify what is involved in the concept of education as a system of interrelated, community-based organizations.

To document the assumption that education is a significant function of many organizations, agencies and groups, an extensive search has been made of ten non-school settings; self-help groups, human services, quality of worklife movement, appropriate technology, adult education, community education, nonformal education, museum education, community development, and community legal education. A team of ten researchers, each familiar with one of these settings, made an indepth survey of literature, (books, articles, thesis, monographs, vertical file material,) that deals with education as it functions in these settings. As a basis for generating data, each researcher was furnished with the following guidelines for gathering data: definitions and descriptions; pervasive themes; learning theories; social change theories; and delivery of educational variables.

For example, the researcher working with the setting of self-help groups selected some eighty literature items for content analysis. The collation of data from that analysis, using the several guidelines, provided the basis for an essay that is a picture of self-help groups' educational functions. The broad definition or description of the self-help setting is that such groups: are usually community based, with agendas aimed at specific group interests, needs, or problems; have strong belief in self-help as a way for the individual to help oneself and others; the membership is voluntary and groups may have an inner focus, with the main concern on individual member's needs, or an outer focus on community or national issues. The pervasive themes of self-help groups include empowerment, belief in human potential, sense of community, interest in linkages, preserving the culture. The learning theory assumptions of self-help groups tend towards a gestalt rather than an incremental emphasis; and tend towards a reliance on inner sources of motivation rather than on outer sources. The social change theory assumptions of self-help groups tend to aim at changing individuals rather than society as a whole; are more evolutionary rather than radical as regards changes in social structures; and the use of bottom-up rather than top-down strategies for effecting change. The way education is delivered, (methods, facilitators, sequencing of content, material resources, evaluation, etc.,) by self-help groups is highly nonformal in nature. These educational variables are portrayed as flexible, low structured, functional, experiential, lay oriented, etc.

In a similar manner a total of ten essays were written, providing generalized pictures of the attributes of the ten settings. The next phase of this research project was to draw some conclusions as to the over-all characteristics of out-of-school education based on this sample of ten settings. Very briefly, the findings are that education beyond schooling is highly diverse but not random; it is characterized by its immense variety. Yet each of the guidelines or lens used for the analysis uncovered some generalizations for a number of the settings:

- Out-of-school education is a very common organizational function which is usually highly integrated with other purposes and functions.
- Pervasive themes that can be found in a wide variety of approaches most often concern very basic human aspirations.
- Most approaches see learning as a holistic rather than incremental approach and the majority rely in internal sources of authority for learning. However, the latter position is a frequent source of conflict within approaches.
- The majority of approaches studied here use typical Western modes of social change (Individual, evolutionary and top-down). However, the group of approaches that held opposite assumptions represented one of the more cohesive subgroupings discussed in the study.
- Out-of-school educational approaches tended to be nonformal in their selection of objectives, content, learners, methods, rewards and use of time. However, they were very mixed in their choice of organizational, staffing and funding patterns. These latter three variables tended to be highly correlated to each other but to show little relationship with other delivery variables.

It is very clear from this research project that education is a significant function of a very large number and variety of community based organizations, in addition to schooling. What is not clear is to what extent there are useful linkages across these organizations that are aimed at the many concerns and problems of communities. One of the most helpful roles of schooling organizations is their potential to serve as a catalysis and resource, as well as a participant in the development of such linkages. At this point in time we may not yet be very well equipped, either in skills or attitudes, to help fill that role.

Deepening the degrees and kinds of interdependency, of schooling and community based organizations that have educational functions, is a long term investment of time, energy and inventiveness. There are several such efforts being shared during the sessions of this Convention. It would be exciting to have the 97th Convention in 1983 include as part of its format a series of workshops, targeted for teams of personnel from varied community based organizations, including schooling. The design of such an action-based convention might focus on such components as: selection of common objectives; a force field analysis to identify and work on resources and constraints; the relationships of formal and nonformal approaches to the delivery of learning; the ways individual learning and organizational learning interact; strategies and skills to encourage linkages among organizations involved in education; etc.

Some very basic assumptions about the nature of education, and the role of the academic world in an educational system of community-based organizations, are increasingly being examined in the private and public sector, in this country and across the World. The 96th Annual Convention is surely one clear signal of basic assumptions being examined. It will be fascinating to see what develops as the structures of schooling (local school systems, colleges and universities, state education departments, federal education agencies, accrediting associations, professional personnel and academic discipline organizations) weigh the implications, the pros and cons, the limits and potentials of such a concept of education. Whatever else is forecast for the future in education, creative disequalibrium seems certain.

Interdependence Between Education and Industry

JAMES M. HOWELL

I feel very uncomfortable here. I only went to school something like twenty years, and I managed to stretch a four-year program at Texas A. & M. into five and a quarter years after failing out three times.

You know, I can honestly say that in all the time I spent in education, I don't think I ever really enjoyed it very much for fear of all the problems I would have in getting through it, which proved to be consistently true throughout my lifetime.

Now, too, I come to address distinguished educators, but I must approach the task with a good deal of humility.

I noticed in Bob Kates' letter to me, he said, among other things, "As you can see, the emphasis of the program is on interdependence with business, and feel free to tackle the topic from your own perspective and experience." And Bob said, "I know I don't have to encourage you to be critical where it is necessary." I don't know what he meant by that, but I really got my comeuppance about four, five days ago, when I jumped in a cab in London and I was going to the airport. The cab driver said – as soon as I opened my mouth, he knew that I wasn't from New England or from England, and he said, "You must be here from the North Sea." He said, "Obviously you are a Texan."

I said, "No, sir, I'm not."

He said, "You must be important," you know, and all that.

I said, "Well, I am not."

He said, "What do you do?"

I looked at him and I said, "I'm in the bullshit business."

He turned around and he said, you know, I swear to God, he said, "My brother-in-law is Chief Economist for General Electric."

(Laughter)

I have finished my introduction now, and I'm going to tell you exactly what I want to say. I'm going to make three points and then one conclusion, so I'm going to tell you what they are.

My first point is that we need a departure point to get started, and as an economist, to me that means that you need some common understanding as to what is going to happen in the U.S. economy over the next several years. The theme that I would like to build is that higher education is going to dominate the role of economic development and technology.

For my second point, we'll talk a little bit about our region, New England, and your region in the mid-Atlantic States, and about what happened over the

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James M. Howell is Senior Vice President and Chief Economist at the First National Bank of Boston in Boston, Massachusetts.

latter part of the decade of the '70's, then I will describe the carry-over momentum, and you can use that phrase to describe the phenomenon.

My third point centers on this little book that I put out when I had the privilege of serving as the Chairman on the Commission on Higher Education and the Role of the Economy for the New England Board of Higher Education. In that context I want to talk about deviate behavior. I also want you to jot down two numbers: 1.9 and 40.7. It will be revealed to you soon why those are very important.

My conclusion will have two sides to it: a basis for optimism and a basis for concern. As the basis for concern, I'll give you two more numbers: 0.0 and 24.0, and then I'll have some very brief concluding remarks that will end that point and will talk specifically about nothing that is any more objectionable than a Texan with a significant educational inferiority complex, but the money to do something about it.

Economic outlook. I think there is some considerable amount of evidence coming due or available from Washington that suggests that the recovery from the 1980, '81, '82 recession is at hand. Certainly the turn-about of the composite index of the twelve leading indicators confirms that. The single most important statistical indicator for you to watch over the next several months comes out on the last week of each month by the Commerce Department, is published with the composite index of the twelve leading indicators, and called the composite index of the four coinciders. Over the past seven business cycle turns since 1945, at no time has that index failed to accurately turn up and be the turning point for the economy as a whole. It fell in October, and I would think that at the end of December, when the November numbers come out, or the end of January, when the December numbers come out, the composite index of the four coinciders will rise, marking the end of the 1981-'82 recession. At that point, we can look forward to some economic growth.

Now, don't be discouraged over the next three to five months if the unemployment rate continues to rise, because the unemployment rate is a lagging economic indicator and continues to rise, although the economic fundamentals underneath are getting better. Indeed, I would think that the unemployment rate would continue to rise until April of next year, and will probably peak at about 11.4 percent. That seems to be inevitable now that we are now at 10.8.

Now, as the recovery begins to take place, there can be some recovery because of defense spending and consumption, but in order for there to be strong economic growth in 1983, there must be business investment, and that is not going to take place. One of the reasons why it won't take place is the instability that the Federal Reserve has caused. Indeed, if you want to worry about why you haven't been able to balance your budget, it is not trivial to note that since January of 1980, which is right after the Federal Reserve introduced reserve targeting–and never mind what that is–the prime rate, since January of 1980, has changed seventy-six times for a cumulative variance of 4,300 basis points, or 43 percent, or 43 percentage points. No wonder you couldn't make business or financial policy in that environment. The result is that we will not have strong capital formation until 1984-'85, but during that period things are probably doing to get better. The near-term outlook then calls for initial recovery to be clearly evident by early winter or spring; we'll have slow economic growth in 1983, but by the time we get to 1983-'84, I think there is a basis for optimism that some of these economic programs are going to be working. 1984 to 1986 should be pretty good years for the country as a whole.

Within this context, what can we say about the economic recovery of the New England and mid-Atlantic States? Well, one thing economists can do with great statistical clarity and accuracy is forecast backwards. Indeed, when in doubt, just look backwards. But I do think it is insightful to look back into what happened in New England and the mid-Atlantic States. In particular, there are important lessons in New England for higher education during the late '70's. Looking backwards is not so bad, because as we know, the future to some extent cannot be uncoupled or separated totally from the near-term past. So I want to look backwards and build the following observations on a line of reasoning that there is considerable economic momentum that took place in New England that did not take place in the mid-Atlantic States. Let me say it again more clearly. First, the New England economy during the late 1970's underwent a profound structural shift in its manufacturing sector, and that shift provides a solid basis for economic revival and growth in the 1980's, of which is almost unparalleled in terms of economic prosperity. The other dimension, the industrial revitalization of New England, has essentially bypassed the mid-Atlantic States. Let's look at these phenomena in a little bit more detail.

1968 was the high water mark for defense and NASA spending, which then fell off to the 1974-'75 recession. During the period 1968 to 1975, New England lost 252,000 manufacturing jobs, or one in five in the whole region. Yet during the five-year period, 1975 to 1980, we more than made that back.

Ann Bristoe came over and looked at us for the London Economist in the summer of 1980. She published a brilliant little essay in the London Economist on May 9, 1981, and spoke of the economic revitalization of New England as the most complete and significant event in market capitalism in Western civilization. Now, that's too much, obviously. I suppose when you pay more for the magazine, you get bigger words. But, nontheless, she did say it in language we can all understand. She talked about economic stagnation that had arrived in New England much of the '50's and '60's, and certainly carried through to the 1970's. She noted in the latter part of the '70's a technological revolution the like of which market capitalism has not seen either in the United States or in Europe. She observed that we now know that the arrival of the end of one era of growth does not lead to economic stagnation, but can now provide the basis of economic growth in another era. And she did refer to that as an era of good feeling, which I liked.

But the mid-Atlantic States fared less well during that first period from 1968 to 1975. Your region lost 887,000 jobs. That is the million jobs that the North lost in the early part of the '70's: 252,000 in New England, 880,000 in the mid-Atlantic States. Yet from 1975 to 1980, this region only gained back 55,000. And when you look at the overall growth and employment outside the manufacturing center, you find that New England recovered by 17.6 percent of total employment in 1975 to 1980, which outperformed the United States, but the mid-Atlantic States only recovered 7.6 percent.

Conclusion: There is a considerable amount of growth momentum that's inherent in the New England States that is not, for reasons we don't fully understand, in the mid-Atlantic States. That momentum means New England is now poised for a period of very rapid economic growth and prosperity. Indeed, I think New England, much to our competitive concern, has become one of the most attractive places for calling efforts in the United States for manufacturing companies.

In the past year and a half, in one way or another, in our small country bank, I have had the opportunity to brief, I think, every economic advisor that has been in the Thatcher cabinet about revitalization in New England and lessons for Great Britain.

That's all of my second point. Now, let's move to my third point.

I talked a little bit about the work of the Commission on Higher Education that I had the privilege to chair. We had thirty-three or thirty-four members from finance, non-profit education, state legislatures, and unions; we had two former Commissioners of Education, Sid Marland and Frank Keppel, and five sitting college presidents. I think those are things that my mother likes to recall. What I want you to recall and know about that Commission report, which is very short, is that we looked at this issue of economic revitalization in New England about every way you could, and we concluded the following: that in many ways, a critical mass of institutions of higher education sets the New England region apart from all others. This is particularly true in terms of its capacity to innovate. Historically, it is this diverse mix of university and colleges that has enabled the region to adapt to shifting dynamics in the national and international economy. These academic institutions have given our region its competitive edge in technology-based industries, and have helped to stimulate and attract entrepreneurial talent and encourage business start-ups.

There are sixty-five colleges of varying quality in the Greater Boston area. Those sixty-five colleges there and in New England have attracted, historically, the best and the brightest from all over the world. These are the people that go through those educational institutions and benefit from their fine experience. They come out on the other end with often the least at stake in terms of maintaining the traditional society in New England. They are the people, in Seymour Lipschitz's language, that have the capacity to engage in entrepreneurial or deviate behavior. And it is higher education – their educational experience in New England – that is the source of our entrepreneurship.

The figures on venture capital confirm what I am saying. Sixty percent of all venture capital financing during the decade of the '70's in the country take place in two states: Massachusetts and California. If you take the Lilliputian State of Massachusetts alone, with only 2.5 percent of our country's population, we have 25 percent of all venture capital financing. One dollar in four of all the technology financing is right there in Massachusetts, and Massachusetts along provides more than the Southeastern region and the Midwestern region combined in terms of venture capital financing. And that result has a significant impact on employment generation, and is what solved our unemployment problem. Massachusetts today runs the lowest unemployment rate of all industrialized states in the country, which is at about 7 percent.

Earlier, I gave you two numbers, 1.9 and 40.7. Let me tell you what those are. We took from operating statements and balance sheets the average rates of increase in job creation among industrially mature companies from the period 1945 to 1974; General Electric, DuPont, U.S. Steel, Pittsburgh Plate Glass, Eastman Kodak, Westinghouse, and so on. We found that those big companies don't create many jobs. They grow, but they have to control costs, and that means managing aggregate employment. So from 1945 to 1974, or any other period you pick in the post-World War II period, you find that the major blue chip American corporations created jobs at an average annual rate of 1.9 percent per year.

So the key to dealing with one's unemployment problem is creating small high technology companies. Now, they're not the total answer, but from 1969 to 1974, among Massachusetts-based high technology companies, the average annual rate of increase in jobs was 40.7. In the twenty-three years of Digital's existence, the average annual rate of increase in employment has been in excess of 45 percent per year. That's where the action is.

Let's see if we can go to a conclusion–Basis for optimism, a basis for concern.

In 1980, Ed Bishop, who currently serves as Chancellor of the University of Houston, prepared a special report for Jimmy Carter which he delivered to him in November of 1980. In the report, entitled *The Urban America in the 1980's,* Ed wrote that industrial cities like Boston, Cleveland and Detroit stand as bricks and mortar snapshots of a by-gone era. Subsequent change is therefore conditioned by these legacies. Many older cities in this nation, faced with declining population and economic vitality, stand as withering monuments to the industrial age, and in many respects they are 19th Century forms functioning in 20th Century America.

And, the report was wrong. The key to the North is higher education. That's where the action is.And when I read that report, I set forth, determined that we would get the matter straight about the Northeast; that we would do something about it; that we would sell, we would tell the rest of the world that economic revitalization is taking place in the North. This is what we decided to do about it, through my Council for the Northeast Economic Action.

This is the front page of the Sunday supplement of the New York Times on January 30, 1983, called "The Nation's Golden Corridor." We decided that we would deliver the message to my sister in Texas who is an expert on all matters east of the Mississippi, even though she's never come east of the Mississippi, and the rest of the country. This will go to 4.6 million readers across the country. The initial language in here says the following: "Does the sun belt have all the good tunes? Forty-nine million northeasterners in the Golden Corridor, the richest and densest market in the nation, don't think so. Overflowing with water, education and skilled labor, the region is muscled for a comeback. Checking off its anti-business reputation for a new spirit of optimism and enterprise." I think it's about time that we said those things to the rest of the country.

There are opportunities here, and when we conducted the interviews that provided the foundation for this report, we found the mid-Atlantic States also going through the midst of a fundamental transformation. And in your region now, it is *your* time to link up higher education and the economy.

Now, two brief matters of concern and a conclusion.

I gave you those first numbers, 1.9 and 40.7, and then I gave you the other two numbers, 0.0 and 24.0. Those are the rates of growth of job creation for the same sets of industries during the period 1975 to 1980. In other words, in 1975 to 1980, the very large industrially mature companies in the United States didn't increase any jobs; their employment was, in 1980, essentially what it was in 1975. But that is not surprising. What is important for you to note is that the rate of increase in job formation among Massachusetts high technology companies has begun to slow down from 40.7 a year to 24 percent a year.

What we have concluded here—and this is where the point goes back to quickly and directly to education—because it's just like that East Texas rattlesnake that has got to periodically shed his skin to be stronger and bigger and a better fighter than next year, than we, in our region, as secure as we may feel with the computer industry today, know very well that the computer industry of today will be the mature industries of tomorrow, and that this new high technology, or newer technology-based industries will come and take the place of those that are maturing. The fountainhead for that change is higher education, and that is *your* industry.

We concluded the Commission on Higher Education by talking a little bit about the shift in the capacity to finance competitively from the New England areas to the Southwest. In 1968, public and private institutions of higher education in New England spend $108 per capita on current expenditures in public and private institutions. In the oil and gas States, it was $86.

The competitive advantage on our side was 25 percent. By 1969, that ratio stood at $243 for the New England States, and $234 per capita in the oil and gas States. That was a competitive advantage on our side for 4 percent.

Oil and gas severance taxes in the State of Texas are generating two billion dollars a year into the State Treasury. At the University of Texas and Texas A.& M., they have their own holdings of oil and gas properties that generate extra budgetary revenues flowing into the universities directly. There is nothing that is any more difficult to deal with than a Texan with a significant educational inferiority complex, but the capacity to do something about it.

We have rebuilt New England because of higher education; there's no question about that, and I am an economist. Your capacity to transform the mid-Atlantic States into the '80's and follow our pattern rests in your institutions of higher education, and subtly and indirectly, not directly, coupling that up with entrepreneurship and the capacity for financing. You have the same aggressive financial institutions here that we have in Boston, and matters within your reach are within your grasp. Yet the competitive financial capacity to remain in such a situation of dominance is beginning to shift to the Southwest.

We've watched industries come and go in the North. We have seen apparel, leather, textiles, and shoes in New England go to defense and NASA in the '60's, and now computers in Massachusetts. We must continue to remain adaptive. But the key to remaining adaptive is higher education.

There is one industry for which there is simply no replacement in the North, and that is higher education. If we keep that industry strong, we can remain competitive. And that is our joint challenge.

Business Meeting of the Association

Report of the President

MILTON BASSIN

Before beginning my introductory remarks, I would like to suggest a slight change in the order of the program, with relation to the changes in the Bylaws that have been suggested. One change relates to extending the term of office of the officers and another sets up a Commission on Schools. I am suggesting that we take those two items out of order and place them at the end of the agenda, at which time we can have an extended debate for an hour, or longer if necessary. If I hear no objection, it will be so ordered.

Hearing no objection, so ordered.

This has been an exceedingly difficult year for the Association. And when I say "the Association," I am referring not only to the Board of Trustees but to the Commissions and Assembly as well.

You may recall that last year at this time we learned that two long-time professional staff members of the Association were either retiring or resigning. Cal Crawford, who had been the Executive Director of the Association for seventeen years, announced that he was leaving the Association to take another position. And Bill Etzweiler, the Executive Director of the Commission on Secondary Schools, had notified us of his retirement. At about the same time, my predecessor, Bishop Schulte, had appointed a Committee on Management and Audit. The Trustees, after reviewing the recommendations, authorized the establishment of a Committee on Structure. This Committee was very active during the early part of this year and then reported to the Board of Trustees at their April meeting. The major difficulty that we have been working under has been a lack of staff. No administrator was available to handle the work of the Board of Trustees until we were able to acquire the services of Bob Kates on a temporary basis to handle the arrangements for this particular meeting, and to appoint an Acting Executive Director, Carl Hensinger, to take the place of Bill Etzweiler in the Commission on Secondary Schools. Now we learn that Carl Hensinger is retiring as well, and we will have another Acting Executive Director. I'm sure that Odette Harris will be reporting on this matter.

Our Association has been an association of elementary, secondary and higher education institutions. It has been an association where the activities we have undertaken have been by consensus. Our function is basically the improving of the quality of education at all levels. The concerns of the individuals who serve in the

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Milton G. Bassin is President of York College of the City University of New York. He was a member of the Association's Commission on Higher Education from 1971 to 1980 and served as its chairperson from 1976 to 1980. He was elected First-Vice President of the Association in 1980 and President in 1981.

elementary, secondary and higher education sectors have received a good deal of discussion and are constantly under review.

Despite the fact that the offices have been shorthanded and despite the fact that much of the work of the Association that had been handled by our Executive Director has devolved on the staff of the various offices of the Commissions, the work has gone forward. It has been done in the professional manner it has always been done. I want to express not only my gratitude, but that of the entire Board of Trustees, to the staffs of the Commissions, the Assembly and those people in the Association office who took up a tremendous burden and completed it admirably.

At this point I would like to introduce to you the people who are sitting up here on the dais. Let me start out on my left (your right). We have John Zeller, who is the Treasurer of the Middle States Association. Next to John we have Jerry Olson. Jerry Olson is a member of our Executive Committee and has served with the Elementary group. Next to Jerry is John Stoops. John Stoops is the Executive Director of the Assembly of Elementary Schools. Next to John is Courts Oulahan. Courts is the attorney for the Middle States Association, and during this past year he's been very active, unfortunately. Next to Courts is John Budway, our parliamentarian. John comes to us from St. John's University, and has been the parliamentarian for the Middle States Association for the past twelve years. On my far right is John Moser, who serves as Chairman of the Committee on School and College Relations. Next to John is my predecessor, Bishop Frank Schulte, who, as I always say, got the locomotive running down the track at full speed, then jumped off and handed me the controls. Next to Frank is Carl Hensinger, the Acting Executive Director of the Commission on Secondary Schools, who is retiring at the end of this month. Next to Carl is Odette Harris, the Chairperson of the Commission on Secondary Schools, who is completing her term on the Commission, and depending upon the actions of this body hopefully will serve on the Board of Trustees. And next to Odette is Tom Bradshaw, who is presently the First Vice-President and hopefully the President-elect.

I mentioned in my opening remarks that the Board of Trustees, after long deliberation, has come up with recommendations for changes in the Bylaws. If I might just go back a bit and indicate to you the chronology of events that has led to those changes, I think it would be helpful. You may recall that the Board of Trustees began investigating the possibility of extending the Association's services to elementary schools about five years ago. An Assembly of Elementary Schools was established. As a result of that very positive experience, the Board established an Audit Committee to examine the way in which the Association was conducting its affairs and to make recommendations as to how improvements could be made. The following year in 1981-82, a Structures Committee was established to study the organization of the Association and specifically to determine whether a Commission on Elementary Schools should be established with a separate staff and Director or whether it would be better to incorporate all of the school activities under a single Commission with a single Director. Both the Audit and Structure Committees did extensive studies which included looking carefully at other regional accrediting associations. The proposals have been developing over the course of five years and have been discussed at the Commission and Board of Trustees level. When the Board acted on the recommendations of the Structure Committee at its meeting in April, the vote was unanimous. The Board also established a Committee on K through 12 evaluation and unanimously recommended that the Association move in that direction. Dr. Sabo gave his Committee's final report at the April Board Meeting. The report was accepted by the Board. The staffs of the Secondary and Elementary groups working together, have developed a protocol for K through 12 evaluation.

Out of these discussions came a review of the Bylaws. Some of the changes in the Bylaws that you have before you are basically editorial; a change of word, a little tightening up here, a little tightening up there. Others are substantive. And as I indicated, two of those, the one which extends the term of office of the officers to two years and the other which sets up the Commission of Schools, you have already agreed to discuss at the end of the agenda.

At this point, I would like to move into the changes and to indicate those that are substantive and those that are more modest.

BYLAW CHANGES – PART I

I indicated in the call to the meeting that we would take up the Bylaw changes seriatim. It is my proposal that the editorial changes on which there is general agreement be taken up as a whole, but to discuss each one if any delegate wishes to raise a question. By the way, if anyone wishes to speak on the floor, please use the microphones which are here in the center. When you speak, please give your name and institutional affiliation.

First, the changes that are editorial: Article I, Powers and Purposes: tightening up of the language. Article II, Constituency: the changes in Article II are, again, editorial. Article III, Section 2, Institutional Membership: the change is editorial, eliminating reference to a diploma. Article IV, Section 1, the Annual Meeting: deletes a reference to honorary membership, which we'll take up in another section as well. Article IV, Section 2, Special Meetings: specifies thirty days written notice; in other words, to give the notice in that particular area for Special Meetings. Article IV, Section 3, Place of Meetings: again, editorial changes. Article IV, Section 4, Notice of Meeting: standardizes the notice at one month. Article IV, Section 5, Resolutions: a change here which refers to something we will take up later, changes the Executive Director's title to Secretary of the Association, a language change. Article V, Voting: again, editorial changes. Article IX, Section 1: editorial changes. Article IX, Section 2, Definition: 2a. Accreditation Decision, editorial change. 2b. Commission, is editorial, but is dependent upon an action to be taken later on, and even though it may be approved, if no action is taken later on, these (sections) will be corrected at that time. 2d. The Appeals Committee and Panels, editorial change. Article IX, Section 3, Request for Reconsideration: again some editorial changes. Article IX, Section 4, Appeal to Appeals Panel: there are editorial changes, and the references – to the term "Secretary of the Association" are dependent on adoption of revisions in Article VII, Section 2, Secretary of the Association, which will be forthcoming. Article IX, Section 5, Review of Appeals Panel Decisions: basically the same as Section IV. Article IX, Section 6, Miscellaneous: editorial changes. Article X, Section 2, Nominating Committee: editorial changes. And Article X, Section 3, Finance Committee: editorial changes.

Now, again, let me reiterate, that with any of the changes which refer to changes which will be considered at a later point in the meeting, if these later items are not approved, then the language will remain in its current form.

Now, those are basically the editorial changes, and I will entertain a motion to accept those editorial changes.

(Whereupon a motion was made, put to a vote and carried.)

We now come to more substantive changes. Article III, Membership, Section 4, Honorary Membership: the section on Honorary Membership is deleted. We do have a number of honorary members; they will remain as honorary members of the Association. There have been no appointments of honorary members at least in the last five years, and the feeling was that we should terminate that category.

Can I have a motion to accept the deletion of the honorary membership?

(Whereupon a motion was made, put to a vote and carried.)

We come now to the section on the Board of Trustees. Article VI, Section 1, Powers and Responsibilities: makes editorial changes referring to the Secretary; creates standing or temporary Committees; reduces the number of Trustees to sixteen from the present twenty-five; and incorporates changes proposed in Article VII. Section 3: Executive Committee also incorporates changes proposed in Article VII. Article VII will be held over until the end of the meeting, so that any changes which are voted in this category, if there is no action or if this (Article VII) is voted down, would be changed to comply with the wishes of the membership.

Do I hear a motion to accept Article VI, Board of Trustees?

(Whereupon a motion was made, put to a vote and carried with one dissenting vote.)

Article VII, Section 1, Officers. Proposed officers would be a President, Vice-President and Treasurer: each would serve for a two-year term. We will hold that item over until the end of the meeting.

Article VII. Section 2, Secretary of the Association. It replaces the title Executive Director, and there are some editorial changes in duties.

Do I hear a motion to accept? Article VII, Section 2?

(Whereupon a motion was made, put to a vote and carried, with two dissenting votes.

Article X, Page 17, Section 4: Committee on School and College Relations. The size of the Committee is reduced to ten from fifteen. The reason for the changes in the size of Commissions and Committees is an attempt at a bit of frugality. I don't have to tell you what is happening with costs. This is happening not only in the Middle States Association but has happened on a national scale with the Council on Postsecondary Accreditation and many other organizations.

Section 4, Committee on Schools and Colleges, reduces the size to ten from fifteen.

Do I hear a motion to accept?

(Whereupon a motion was made, put to a vote and carried.)

We come to Article VIII, Commissions: Section 1, General. Editorial changes dependent upon adoption of the revision in Article VIII, Section 3. Now, again, Article VIII, Section 3, we are holding for debate at the end of the meeting, so that even though we would approve the editorial changes in Section 1, they are dependent upon that action.

Do I hear a motion to accept?

(Whereupon a motion was made, put to a vote and carried, with one dissenting vote.

Article VIII, Section 2: the Commission on Higher Education. This change reduces the size of the Commission to eighteen from twenty-five. Those members not officers, or the three public members would be required to be active, professional administrative staff of member institutions.

Do I hear a motion to accept?

(Whereupon a motion was made, put to a vote and carried.)

At this point, we have completed consideration of the recommendations on the Bylaws, with the exception of the section referring to the term of office of the officers, and the section referring to the establishment of the Commission on Schools. We will take that up those items once we have completed the rest of the business of the meeting.

At this point, I would like to call on John Zeller, Treasurer of Association for his report.

Report of the Treasurer and Auditor's Report

JOHN F. ZELLER III

I would refer you to the gray statement which appears with the materials which you received as you came into the meeting.

First of all, I would like to note that the Association retained a new auditor this year, Peat, Marwick and Mitchell, and as is the case with new auditors, the result is that we have no comparative data with the prior year. The auditors are reluctant to report on data which they did not audit, so they gave us statements for 1981-82, but did not include figures for 1980-81. The result is we do not have comparisons between the two years.

There are three tables which have been distributed to you: the balance sheet; the statement of revenues, expenses and changes in fund balances; and the statement of expenses.

I call your attention, first of all, to the balance sheet which shows total assets of the Association of $1,132,000. This is $139,000 more than as of June 30, 1981. These figures have been adjusted for accrued vacation expenses accrued in prior years; that is, prior to 1981-82, totaling $58,000. The result is that the fund balances as of June 30th, 1982, are actually $32,000 less than in June 30th, 1981.

In the statement of revenues, expenses and changes in fund balances, you will note that revenues totaled $1,800,000. This is $113,000 over budget, of which $81,000 was in interest income in excess of budget. The Secondary and Elementary Groups each were $13,000 under budget in dues and receipts. The higher Commission was $35,000 over budget. Expenditures, you'll note, were $1,774,000 with the result that we have an excess of income over expenditures, or a surplus of $25,581.

If you will look at the reverse where expenses are broken down by group, you will note that the total of expenses for the year were $75,000 over budget. This results from accrued vacation expenses charged during 1981-82, totaling $39,000, which were not budgeted, and unusual legal expenses of almost $25,000 over budget, but for which we will be reimbursed by our insurance company, but not before June 30th, 1982.

Office expense is $15,000 over budget, and rent, $13,000 over budget.

I think I should call your attention to the fact that although you see the expenditures for each of the Commissions, the Assembly and so forth, you do not see their revenues. The Assembly had expenses of $153,000 and revenues of approximately $50,000, so they were $100,000 in expenses in excess of revenues.

So much for 1981-82.

John F. Zeller III is Vice President of Business and Fiscal Affairs at Bucknell University in Lewisburg, Pennsylvania. He was elected Treasurer of the Association in December 1979.

I pause for a moment to say that in 1982-83, our budget is $1,530,000, with a $10,000 surplus. We are roughly on schedule. In 1982-83, the Elementary Assembly is budgeting $138,000 in expenditures and income of $60,000, or a budgeted deficit of $78,000.

MR. HELMUT A. BARANYI: I am Principal at Boiling Springs High School in Pennsylvania. Are either of the commissions over-expended with respect to their revenues?

MR. ZELLER: No. You will note that while they are over-expended with respect to budget, they are not with respect to revenues.

On behalf of the Finance Committee I move acceptance of this report.

(The motion was put to a vote and carried.)

AUDITOR'S REPORT

To the Board of Trustees
Middle States Association of
Colleges and Schools
Philadelphia, Pennsylvania

We have examined the balance sheet of Middle States Association of Colleges and Schools as of June 30, 1982 and the related statements of revenues, expenses and changes in fund balances and changes in financial position for the year then ended. Our examination was made in accordance with generally accepted auditing standards and, accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the aforementioned financial statements present fairly the financial position of Middle States Association of Colleges and Schools at June 30, 1982 and the results of its operations, the changes in its fund balances and changes in financial position for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year after giving retroactive effect to the change, with which we concur, in the method of accounting for compensated absences as described in note 5 to the financial statements.

Our examination was made for the purpose of forming an opinion on the basic financial statements taken as a whole. The supplementary information included in Schedules 1 through 3 is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the examination of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

PEAT, MARWICK, MITCHELL & CO.
Philadelphia, Pennsylvania
August 5, 1982

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

BALANCE SHEET

June 30, 1982

ASSETS		
UNRESTRICTED ASSETS:		
Cash	1,709	
Short-term investments	858,972	
Interest and fees receivable	48,863	
Reimbursables receivable	153,893	
Prepaid expenses	5,630	
Other	3,851	
		1,072,918
RESTRICTED CASH (Note 2)		1,617
PROPERTY AND EQUIPMENT, at cost:		
Leasehold improvements	25,824	
Furniture and equipment	85,742	
	111,566	
Less accumulated amortization and depreciation	53,646	
		57,920
Total assets		1,132,455
LIABILITIES AND FUND BALANCES		
UNRESTRICTED LIABILITIES:		
Accrued expenses	68,150	
Annuities withheld	5,166	
Deferred membership dues	495,007	
Accrued vacation (Note 5)	96,676	
		664,999
FUND BALANCE:		
Unrestricted (Note 5):		
Appropriated for:		
Contingency reserve	400,000	
Income stabilization	7,919	
Property and equipment	57,920	
		465,839
Restricted (Note 2)		1,617
Total liabilities and fund balance		1,132,455

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND BALANCES

Year Ended June 30, 1982

Unrestricted:		
Revenues:		
Dues	1,366,798	
Fees	38,464	
Publications	12,283	
Interest income	146,243	
Seminars	7,072	
Total revenue	1,570,860	
Honoraria and travel cost (reimbursed)	229,002	
		1,799,862
Expenses:		
Functional expenditures:		
Commission on Secondary Schools	548,114	
Commission on Higher Education	576,556	
Assembly of Elementary Schools	153,282	
Association Office	267,327	
Total functional expenditures	1,545,279	
Honoraria and travel cost (reimbursed)	229,002	
		1,774,281
Excess of revenues over expenses		25,581
Fund balance, July 1, 1981 (Note 5)		440,258
Fund balance, June 30, 1982		465,839
Restricted (Note 2):		
Revenues:		
Grants	13,371	
Expenses	17,960	
Excess of expenses over revenues	4,589	
Fund balance, July 1, 1981	6,206	
Fund balance, June 30, 1982	1,617	

NOTES TO FINANCIAL STATEMENTS

June 30, 1982

Note 1. Summary of Accounting Policies

The accompanying financial statements are prepared on the accrual basis of accounting.

Property and equipment are recorded at cost and depreciated on the straight-line method over the estimated useful lives of the assets, which are ten years for leasehold improvements and eight years for furniture and equipment.

The membership year corresponds to the Association's fiscal year. Dues received in advance are deferred and recorded as revenue during the subsequent membership year.

The Association is exempt from Federal income taxes under Section 501(c) (3) of the Internal Revenue Code.

Note 2. Restricted Balances

The Association has received restricted grants from the National Study of School Evaluation and the U.S. State Department (Overseas). These grants require the Association to manage and account for the funds separately and return al. funds not expended at the completion of the projects.

Note 3. Leases

The Association leases its office facilities in Philadelphia under an agreement expiring in December 1986 which provides for a minimum annual rental of aproximately $54,000. In addition, a proportional share of building operating costs is assessed annually. Rent expense for the year ended June 30, 1982 was $92,496 and is included in functional expenses.

Note 4. Retirement Plan

The Association participates in the TIAA-CREF Educational Retirement Plan which is a contributory plan covering all employees. Professional and administrative personnel can participate in the plan immediately, whereas secretarial and clerical personnel, at their option, can participate in the plan after continuous employment for one year, or two years if under 25 years of age. Under the plan, all personnel vest immediately in all benefits purchased; the Association contributes an amount equal to 10% of the employee's basic salary and the employee may contribute from 5% to the limit set by the Internal Revenue Service, based upon a longevity formula.

Contributions charged to operations for the fiscal year ended June 30, 1982 aggregated $70,020.

Note 5. Accounting Change – Accrued Vacation

In order to comply with statement No. 43, "Accounting for Compensated Absences", issued by the Financial Accounting Standard Board, the Association adopted the policy of expensing the cost of compensation for vacation benefits in the year benefits are earned by employees. Previously, these costs were expensed in the year paid. Since a portion of the accrued vacation at June 30, 1982 pertains to benefits earned in prior years, that portion has been charged directly to the beginning fund balance. A reconciliation of the beginning fund balance is as follows:

Unrestricted Fund balance as of June 30, 1981	$ 498,184
Less accrued vacation	57,926
Adjusted unrestricted fund balance as of June 30, 1981	$ 440,258

Accrued vacation charged to income for the fiscal year ended June 30, 1982 was $38,750.

Note 6. Unrestricted Fund

The Board of Trustees has authorized the appropriation from the unrestricted fund as follows:

Contingency reserve – a balance of $400,000.

Property and equipment – an amount equal to the net book value of property and equipment.

Income stabilization – the remainder of the balance of the unrestricted fund not used for the contingency reserve.

Report of the Assembly of Elementary Schools

JERRY OLSON

You have been accustomed for a number of years to hear Eleanor Ford describe the work of the Assembly. Last year she and John Stoops launched the new child. We felt this simply was not the year to tighten our belts, and to maintain the status quo. I felt for a number of years that there was a clear vision about the direction for the Assembly, that change for improvement was needed. I simply remind you of what Thomas Huxley said a number of years ago as to the difference between a dynamic institution and a static one. "The latter tends to look backward and to become a storehouse of old knowledge, but the modern educational institution must continue to look forward and become a factory of new knowledge." Well, as we continued to do that this year, we simply decided that we had to go, if we were going to cross new oceans, and simply could not risk losing sight of the shore. Both literally and figuratively, we have moved into overseas activities with a great deal of zeal.

The Assembly views elementary accreditation on the basis of value added to its constituent institutions. This occurs when institutions are motivated to reach the goals for those institutions and for their learners. This has required, over a number of years, some strategic planning. It has been the key to the forward movement, I believe, into the clear vision. The guides, the manuals, and the publications that have been produced for a number of years now are not trivial. They help people interpret what they are doing and why they are doing it, and, I believe, produce a great deal for our constituency. I'm happy to report to you real success this past year. This effective attack on change over a number of years does require a concentrated effort. The form and the planning mechanisms are far less important than the practice of looking ahead and planning for the change that's needed. The philosophy, the style of implementation, the procedures, the fact that we now have prepared on-site evaluators, and that we have moved into multischool evaluations, are all worthy of note to you.

We began this year by wanting to look at a change in our dues structure in order to close the gap between our revenue and our expenditures. We established a Committee to do that. That task has been postponed until the issue of structure is resolved, in order that the implementation can be viewed as an improvement across the entire school setting. The uncertainty led to a lot of work on the part of the staff, particulary between John Stoops and the Commission on Secondary Schools, working on the transition from the Assembly to a Commission on Schools. That activity consumed a great deal of time and leadership on John Stoops' part. I believe that we can be a full partner toward a Commission on Schools. I believe that we are prepared to move forward in the developmental work that remains ahead. I hope that we will not be left hanging until our knuckles are white and find ourselves only one inch off the ground. John Stoops will be sharing with you the work from his perspective as the Executive Director of the Elementary Assembly.

Jerry C. Olson is Director of Vocational Education, Pennsylvania Department of Education, Harrisburg, Pennsylvania. He has been a member of the Board of Trustees since 1979.

Summary of Action by the Assembly of Elementary Schools, January-December 1982

JOHN A STOOPS

Mr. President, ladies and gentlemen, this is the fifth year that we have been in operation, and for three years we have had accredited elementary schools. Thus, we are entering an interval when we put to the test one of the key propositions in our philosophy of elementary school accreditation. That is, elementary school accreditation concerns itself with the quality of movement in accredited elementary schools. In accepting movement as a key proposition in quality control, the Assembly recognizes that all schools are moving in one way or another. Thus, the status quo is not to be found anywhere in modern education. We think it is important that schools demonstrate the quality of their movement as well as the quality of their status. Elementary school accreditation in the Middle States Association is based upon the planning that stems from the self-study and the evaluation. Elementary schools are not accredited until they file an approved action plan.

We are about to call for reports on the results of the plans submitted by our first accredited schools. Part of the reporting format provides for the schools to report on the new plans that will govern their movement over the next three years. It is, therefore, our purpose to examine the quality of the movement of our accredited elementary schools. The procedure we use is to require, one, that our schools be continuously in a planning mode and, two, that we as an Assembly monitor their progress.

As President Bassin mentioned, there has been growing ad hoc cooperation between the Assembly and the Commission on Secondary Schools to accommodate a number of our client institutions that ask for K to 12 evaluation. As was also reported, Dr. Sabo's Committee presented its finding to the Board, and the Board requested from us a formal protocol. Over the past year, this protocol has been developed. I'm happy to say that we are now in a position, working cooperatively with the Commission on Secondary Schools, to offer this as another option. K to 12 evaluation does not take the place of any service currently offered to our institutions; neither is it viewed as a substitute for any service currently offered. It's another string in our bow.

Finally, I would like to say that the number of elementary schools with which we are working has risen to about eight hundred. There are slightly more than two hundred accredited. Another one hundred are at the certification stage. This means that by the time we gather next year we will have more than three hundred elementary schools in accreditation. This is a development that has occurred across an interval that has not been favorable to new developments in education. There are many school closings, budgets have dropped, enrollments have dropped, there have been difficulties in collective bargaining, and all kinds of problems. Nevertheless,

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John A. Stoops is Executive Director of the Assembly of Elementary Schools.

this development has occurred. I consider it to be a tribute to the Middle States Association, and to the continuing faith that our profession has in the Middle States Association. I want to express my appreciation to the membership for this opportunity to have been of this service and especially to the Commission on Higher Education, the Officers and Trustees, the Commission on Secondary Schools, and all the others who have been of help to us along the way.

I'd like also to express my appreciation to President Bassin and to our immediate Past President, Bishop Francis Schulte, who has been a part of the effort to evaluate and accredit elementary schools since the first day I was involved.

NEWLY ACCREDITED SCHOOLS

American Community School of Amman, Amman, Jordan
American School of Kuwait, Kawalli, Kuwait
American School of the Hague, The Hague, The Netherlands
Marymont School, Neuilly, France

Archdiocese of Baltimore, Maryland

Our Lady of Victory School, Baltimore

Archdiocese of Philadelphia, Pennsylvania

All Saints' Elementary School, Philadelphia
Corpus Christi School, Lansdale
Holy Cross School, Springfield
Nativity B.V.M. School, Media
Our Lady of Fatima School, Secane
Our Lady of Perpetual Help School, Morton
St. Aloysius School, Pottstown
St. Bernard School, Philadelphia
St. Boniface School, Kersey
St. Cyril of Alexandria School, East Lansdowne
St. Dominic School, Philadelphia
St, Dorothy School, Drexel Hill
St. Frances de Sales, Aston
St. Gabriel School, Norwood
St. Hilary of Poitiers School, Rydal
St. Joseph School, Cheltenham
St. Margaret Parish School, Narberth
St. Michael the Archangel School, Levittown
St. Rose of Lima School, North Wales

Archdiocese of Washington, D.C.

St. Joseph's School, Beltsville, MD

Bayport-Blue Point Union Free School District, New York

Academy Street Elementary School, Bayport
Blue Point Elementary School, Blue Point
Park Avenue Elementary School, Amityville

Fleetwood Area School District, Pennsylvania

Andrew Maier Elementary School, Blandon
Fleetwood Elementary School, Fleetwood
Richmond Elementary School, Fleetwood

Galloway Township Public Schools, New Jersey

- Arthur Rann Middle School, Absecon
- Cologne Avenue Elementary School, Cologne
- Oceanville Elementary School, Oceanville
- Pomona Elementary School, Pomona
- South Egg Harbor Elementary School, South Egg Harbor

Immaculate Conception School, Bronx, New York

Paramus Public Schools, Paramus, New Jersey

- East Brook Middle School, Westwood
- West Brook Middle School, Paramus
- Memorial Elementary School, Paramus
- Stoney Lane Elementary School, Paramus
- Ridge Ranch Elementary School, Paramus
- Parkway Elementary School, Paramus

Pleasant Valley School District, Pennsylvania

- Chestnuthill Elementary School, Brodheadsville
- Eldred Elementary School, Kunkletown
- Polk Elementary School, Kresgeville

Worcester Country School, Berlin, MD

NEWLY CERTIFIED SCHOOLS

Archdiocese of Baltimore, Maryland

- St. Matthew School, Baltimore
- St. Philip Neri School, Linthicum
- Shrine of the Little Flower School, Baltimore

Archdiocese of Philadelphia, Pennsylvania

- Our Lady of Calvary School, Philadelphia
- Our Lady of Mount Carmel School, Doylestown
- St. David School, Willow Grove
- St. Denis School, Havertown
- St. Edward the Confessor School, Philadelphia
- St. John Cantius School, Philadelphia
- St. Pius X School, Broomall
- St. Stanislaus School, Lansdale

Archdiocese of Washington, D.C.

- St. Elizabeth School, Rockville, MD
- St. Mary of the Mills School, Laurel, MD
- Star of the Sea School, Indian Head, MD

Broadmeadow School, Middletown, Delaware
Conewago Township Elementary School, Hanover, Pennsylvania
John Nevins Andrews School, Takoma Park, Maryland
Lehigh Christian Academy, Allentown, Pennsylvania
New Oxford Elementary School, New Oxford, Pennsylvania

Palmerton Area School District, Palmerton, Pennsylvania

Delaware Elementary School
Franklin Elementary School
Hazard Elementary School

Pittsburgh Public Schools, Pittsburgh, Pennsylvania

Arlington Elementary School
Beechwood Elementary School
Belmar Elementary School
Beltzhoover Elementary School
Bon Air Elementary School
Burgwin Elementary School
Brookline Elementary School
Carmalt Elementary School
Chartiers Elementary School
Chatham Elementary School
Clayton Elementary School
Colfax Elementary School
Concord Elementary School
Crescent Elementary School
Dilworth Elementary School
East Hills Elementary School
Fairywood Elementary School
Fort Pitt Elementary School
Friendship Elementary School
Fulton Elementary School
Grandview Elementary School
Holmes Elementary School
Homewood-Montesorri Elementary School
Lemington Elementary School
Liberty Elementary School
Lincoln Elementary School
Linden Elementary School
Manchester Elementary School
Madison Elementary School
Mann Elementary School
Martin Luther King, Jr. Elementary School
McCleary Traditional Academy
McKelvy Elementary School
Mifflin Elementary School
Miller Elementary School
Minadeo Elementary School
Morrow Elementary School
Murray Elementary School
Northview Heights Elementary School
Overbrook Elementary School
Phillips Elementary School
Regent Square Elementary School
Quentin Roosevelt Elementary School
Schaeffer Traditional Academy
Sheraden Elementary School
Spring Garden Elementary School
Spring Hill Elementary School

- Sunnyside Elementary School
- Stevens Elementary School
- Vann Elementary School
- Weil Elementary School
- Westwood Elementary School
- Woolslair Elementary School
- Whittier Elementary School

St. John's International School, Waterloo, Belgium

Upper Dublin School District, Pennsylvania

- Fort Washington Elementary School, Fort Washington
- Jarrettown Elementary School, Dresher
- Thomas Fitzwater Elementary School, Willow Grove

Westwood Regional School District, Westwood, New Jersey

- Berkeley School
- Brookside School
- Jessie F. George School
- Ketler School
- Washington School

Wilkes-Barre Area School District, Wilkes-Barre, Pennsylvania

- Bear Creek Elementary School
- Calvin Elementary School
- Cotton Elementary School
- Boyd Dodson Elementary School
- Daniel Flood Elementary School
- Heights-Murray Elementary School
- Dr. Kistler Elementary School
- Mackin Elementary School
- Maffett Elementary School

Report of the Commission on Secondary Schools

ODETTE D. HARRIS

Good afternoon, friends. It is my pleasure to come before you a second time to give a report on the activities of the Commission on Secondary Schools. This also marks my last time in this capacity. I want to express my personal gratitude and thanks for having had the experiences that have been afforded me in serving as Chairman of the Commission on Secondary Schools.

I would like to point out again, as our President stated, that this last year has been a most unusual year, a year fraught with frustration, a year of challenges, and a year in which the Commission on Secondary Schools, might I say publicly, has fought for its survival, as its constituents indicated in the survey that was distributed by the Commission to find out just what the membership wanted when it came to the structure of the organization. The staff was very busy in meeting with the constituents, and correspondence increased because the Commission felt that, if it were going to represent its members, then it should know what its members were thinking.

Our Acting Executive Director did a tremendous job. I would like to point out that the staff at the central office in the persons of Dr. Frederick Aho, Mr. Kenneth Pierce and Dr. John Dixey also did an admirable job in carrying out the on-going business of the Commission in the form of workshops, seminars, training of Chairmen, Assistant Chairmen, and the putting together of evaluating teams which consisted of two hundred or more teams. That work continued along with the other work that had to be addressed. We received word from the Board of Trustees that we could fill the vacancy that was created by the departure of Carl Hensinger. Therefore, we completed, before the Thanksgiving holidays, an interviewing session of those candidates to be considered for that position. Since approval has been given to the nominee, I would like to announce formally for the first time to the entire group, the individual who comes to us with great experience, great qualifications, who will be filling that spot of Associate Director, Dr. John Michalcewiz, and I am going to ask him to stand so that we can congratulate him and give him our best wishes.

(Applause)

I also would like to mention at this point that we have also taken steps to name the Acting Executive Director, Dr. Frederick Aho, who will assume the leadership until such time as things have settled and there is some stability recognized in the Commission on Secondary Schools. Fred comes with much experience, having been in the office since the mid-70's.

Odette D. Harris is Principal of William Penn High School in Philadelphia, Pennsylvania. She has been a member of the Association's Commission on Secondary Schools since 1976 and has served as its chairperson for the past two years.

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My tenure of two years actually concluded an association of eleven years with the Middle States Association, having started out as a member of State Advisory Committee in 1968. I am happy that my association will continue, in a different capacity, as a member of the Board of Trustees. It is my sincere desire that no matter which way the voting goes today, if voting takes place, that I will be able to contribute in a positive way to the growth and the development of this accreditation Association, which I will say, with a bit of prejudice, is one of the greater ones in our six across the nation.

I come now to another part of my presentation or annual report to you this afternoon, and that is to give public recognition to our Acting Executive Director who will be going on retirement, a phase of life that he has richly earned and deserves. He is one who has given untiringly to the field of education for forty-five years. Of those forty-five years of service, fourteen years have been given to the Commission on Secondary Schools as a staff member. Prior to that, he started his career as an English teacher at the secondary level and continued to climb through the ranks. He ended that phase of his career as a Principal of a high school. Carl, a Phi Beta Kappa man from Lehigh University, came very well prepared to the field of education, as well as to the Middle States Association. I have marveled at the work that he has done this past year. I don't know what to say here because he wrote me a little note the other day; it says "my little feet." So I don't know whether to say he has attempted to fill the big feet of Dr. William Etsweiler that he discussed with you in his remarks last year after having traveled many, many miles, but also to continue to carry on his part of the job in servicing the geographical area that came to know how wonderful he was when they needed questions answered. They needed a bolster of support; they needed a word of encouragement. He did both. He also kept me very well-informed as to what was taking place with all of the members. For all his service and support, we are very grateful. I would like to bring him to the rostrum at this time, because as a Commission Chair, it is a happy task for me to recognize him and also to give him a small token of love and affection from his many friends on the Commission, from amongst the membership and those who wanted to be a part of saying to you, Carl, many, many thanks for all that you have done and many good wishes for the future and God's blessings for many years to come. Please accept this gift.

(Applause)

MS. HARRIS: It is the practice of the Commission on Secondary Schools to give also a plaque that is laminated, that can be among the tangible momentos of Carl's career. When he looks at it, he will have fond memories of all the associations and the relationships that he has developed during his service with the Middle States Association. And it reads as follows:

"The Middle States Association of Colleges and Schools. This certificate is presented to Carl F. Hensinger in recognition of continuing outstanding service to secondary education as a member of the Commission on Secondary Schools. 1969 through and to the end of December 31, 1982."

(Applause)

Summary of the Action of the Commission on Secondary Schools

CARL HENSINGER

To my colleagues and, of course, to Odette for the many fine remarks that she made concerning my time with the Commission on Secondary Schools, many thanks. I was invited yesterday at the meeting of the Commission on Higher Education to sing a swan song. Even though my name implies that I might have some ability to sing, I definitely assure you I do not, and I don't intend to sing a swan song. I would just like to say that I enjoyed my association with the Commission, with the many fine principals with whom I've come into contact and whom I feel I've gotten to know very well. Having said that, I'd like to welcome to the membership the twenty-five new schools that have been taken into membership since the last meeting a year ago. If representatives of those schools are present, we invite them to stand so that they may be recognized at the conclusion of the reading of the list.

We congratulate these schools on having achieved membership in the Middle States Association. We wish them many years of continued success.

Academia Nuestra Senora de la Providencia, Rio Piedras, Puerto Rico
American Community School of Abu Dhabi, United Arab Emirates
Amityville Junior High School, Amityville, New York
Baltimore Actor's Theatre Conservatory, Baltimore, Maryland
Bishop McNamara High School, Forestville, Maryland
Bloomfield Junior-Senior High School, East Bloomfield, New York
Boy's Latin School of Maryland-Upper School, Baltimore, Maryland
Boy's Latin School of Maryland-Middle School, Baltimore, Maryland
Brownsville Area Senior High School, Brownsville, Pennsylvania
Burnt Hills-Ballston Lake Junior High School, Burnt Hills, New York
Catskill Senior High School, Catskill, New York
Colegio Marista, Guaynabo, Puerto Rico
Dallastown Area Middle School, Dallastown, Pennsylvania
Delcastle Technical High School, Wilmington, Delaware
Elkland Area High School, Elkland, Pennsylvania
George W. Fowler High School, Syracuse, New York
Holy Cross High School, Flushing, New York
Johnson City Senior High School, Johnson City, New York
Lansdale Catholic High School, Lansdale, Pennsylvania
McCorristin High School, Trenton, New Jersey
Mount Carmel Area Junior-Senior High School, Mount Carmel, Pennsylvania
Newfield High School, Selden, New York
St. John's Literary Institute at Prospect Hall, Frederick, Maryland
St. Mary's High School, South Amboy, New Jersey
Westwood Middle School, Westwood, New Jersey

Carl Hensinger is Acting Executive Director of the Commission on Secondary Schools.

Report of the Commission on Higher Education

BRUCE DEARING

I am grateful for the opportunity of calling attention to some of the things that have been done by the Commission on Higher Education in this past year. I would particularly invite your attention to the excellent annual report of the Executive Director that has been distributed to you, and note only three particular highlights. One of them has to do with the tightrope act or the vector analysis that one must always do in trying to balance off the claims of institutional autonomy, of protection of standards, and of encouragement of innovation, along with the protection of the consumer. These issues have come to a head in a variety of ways and places in the past year, particularly with regard to off-campus extension programs and graduate programs, and the relationships between institutions accredited by this Association and some of the organizations with which they have been contracting to perform education in the name of the institutions, and awarding degrees from these institutions on the basis of their accreditation. Some of these relationships have been subject to some question and misunderstanding. Some of them came perilously close to courtroom litigation. As the President has indicated and the Treasurer as well, our legal expenses were larger this year than usual. Because of excellent staff work and a collaborative and cooperative spirit, we have been able to keep out of court and to effect what we believe are appropriate resolutions in this balance among the aims of institutional autonomy and the maintenance of standards.

As a second point, you may have heard from these podia in the past a great deal of discussion on problems in dealing with Federal agencies. I am happy to report that our dealings with Federal Government agencies in the past year have been increasingly understanding and cooperative. We are most grateful for this kind of understanding and willingness to work together in our separate responsibilities, to be sure that they are supportive and collaborative, rather than antagonistic. Similarly, our relationships with the states apropos of many of their legal responsibilities in state educational agencies for certain oversight and activity, while not precisely accreditation, are closely allied. Our efforts to work with them collaboratively and supportively, have given us a great deal of success and satisfaction. We have produced some policy statements on relationships between the Commission of Higher Education and state agencies which will be distributed to the constituency for review before we undertake to act upon them officially to make

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Bruce Dearing is University Professor of Humanities in Medicine at the Upstate Medical Center of the State University of New York in Syracuse. He has been a member of the Association's Commission on Higher Education since 1977 and has served as its chairperson for the past two years.

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them policy. But I am very happy to report what seems to have been a very successful effort on the part of many people to work together harmoniously in establishing and maintaining these working relationships.

As a third point, I would like also to speak of the satisfaction with what appears to have happened in the Council on Postsecondary Accreditation in the past year, where there was an effort to reorganize the structure of the organization; to streamline it; to make it more economical; to make it more task-oriented; and to be genuinely representative of not only post-secondary education accrediting agencies, the regionals and the specialized agencies, but also of the educational secretariat and the institutions, as represented by their professional organizations.

I have been, as have most other members of the Council on Postsecondary Accreditation, greatly heartened by this evidence that we can work through questions and debates to a harmonious and workable conclusion.

And, finally, I would like to echo Milt Bassin in speaking of the extraordinary service that has been performed by the staff of the Commission on Higher Education this past year in assuming extra burdens, and in responding to shorthandedness on the one hand and increased workload on the other, with great intrepidity and great accomplishment. A great deal of credit is due to Bob Kirkwood and to his staff. At this point, I would like to ask if Bob would come and make his brief report from the standpoint of the Executive Director.

Summary of Action by the Commission on Higher Education, January-December 1982 ROBERT KIRKWOOD

I would like to add on to one point that Bruce was talking about with regard to state relations. We have this year developed a new working relationship with the State Higher Education Executive Officers Group which represents the people who are the Chancellors and Commissioners of Higher Education across the country. The relationship there is probably closer than it has been in a number of years. We are discussing mutual interests which effect not just the Middle States region but the entire nation. And our hope is that, as we begin to learn more about where our responsibilities begin and end, we can develop an effective tripartite relationship which will involve the institutions, the accrediting commissions, and the state agencies.

The other brief point I want to mention is, that at the present time there is an enormous amount of activity on military bases, where institutions are providing programs for military personnel in their off-duty hours. At the latest count, over a million people are involved in these programs, and this means that it is a sizable educational undertaking. Again, between the regionals through the Council on Post Secondary Accreditation, and in some cases working with state agencies, we are improving and further developing ways of monitoring the military base activity so that it will satisfy the standards of the Regional Accrediting Commissions and serve the needs of military personnel.

MIDDLE STATES ASSOCIATION
FOR 1982 PROCEEDINGS

COMMISSION ON HIGHER EDUCATION ACTIONS –
February, June, December 1982

NEWLY ACCREDITED INSTITUTIONS
American College of Puerto Rico, Bayamon, Puerto Rico
American University in Cairo, Egypt
Centro de Estudios Avanzados de Puerto Rico
Y el Caribe, San Juan, Puerto Rico
Lancaster Bible College, Lancaster, Pennsylvania
Suffolk County Community College:
Eastern Campus, Riverhead New York

ACCREDITATION REAFFIRMED:
Bucks County Community College, Newtown, Pennsylvania
Chestnut Hill College, Philadelphia, Pennsylvania
Clarion State College, Clarion, Pennsylvania
Community College of the Finger Lakes, Canandaigua, New York

Robert Kirkwood is Executive Director of the Commission on Higher Education.

- Delaware State College, Dover, Delaware
- Dickinson College, Carlisle, Pennsylvania
- East Stroudsburg State College, East Stroudsburg, Pennsylvania
- Essex Community College, Baltimore, Maryland
- Fashion Institute of Technology, New York, New York
- Georgetown University, Washington, D.C.
- Harford Community College, Bel Air, Maryland
- Hebrew Union College – Jewish Institute of Religion, New York, New York
- Immaculate Conception Seminary, Mahwah, New Jersey
- Laboratory Institute of Merchandising, New York, New York
- Le Moyne College, Syracuse, New York
- Manhattan College, Bronx, New York
- Marymount Manhattan College, New York, New York
- Moore College of Art, Philadelphia, Pennsylvania
- Morgan State University, Baltimore, Maryland
- New Jersey Institute of Technology, Newark, New Jersey
- New School for Social Research:
  - Parsons School of Design, New York, New York
- Pennsylvania College of Optometry, Philadelphia, Pennsylvania
- Polytechnic Institute of New York, Brooklyn, New York
- St. Joseph's College, Brooklyn, New York
- Seton Hill College, Greensburg, Pennsylvania
- State University of New York:
    - College of Environmental Science & Forestry, Syracuse
  - Colleges of Arts & Science at:
    - Brockport
    - Buffalo
    - Cortland
    - Oswego
    - Plattsburgh
    - Potsdam
    - Purchase
  - Agriculture & Technical Colleges at:
    - Canton
    - Delhi
    - Morrisville
- Thomas A. Edison State College, Trenton, New Jersey
- Touro College, New York, New York
- University of Maryland University College (UMUC), College Park, Maryland
- University of the State of New York
  - Regents External Degree Program, Albany, New York
- Villa Julie College, Stevenson, Maryland
- William Paterson College of New Jersey, Wayne, New Jersey

ACCREDITATION REAFFIRMED VIA THE PERIODIC REVIEW REPORT

- Academy of Aeronautics, Flushing, New York
- Carnegie-Mellon University, Pittsburgh, Pennsylvania
  - City College, New York City

    Graduate School & University Center, New York City
    Hunter College, New York City
    New York City Technical College, Brooklyn
    York College, Jamaica
Don Bosco College, Newton, New Jersey
Frostburg State College, Frostburg, Maryland
Harrisburg Area Community College, Harrisburg, Pennsylvania
Ithaca College, Ithaca, New York
Juilliard School, New York, New York
Manhattan School of Music, New York, New York
Molloy College, Rockville Centre, New York
Monmouth College, West Long Branch, New Jersey
Montclair State College, Montclair, New Jersey
Pennsylvania State University, University Park, Pennsylvania
Rensselaer Polytechnic Institute, Troy, New York
St. Charles Borromeo Seminary, Philadelphia, Pennsylvania
St. Thomas Aquinas College, Sparkill, New York
Suffolk County Community College:
    Selden (Main) Campus, Selden, New York
Temple University, Philadelphia, Pennsylvania
University of Maryland at:
    Baltimore (UMAB), Baltimore
    Baltimore County (UMBC), Catonsville
    College Park (UMCP), College Park
United States Naval Academy, Annapolis, Maryland
Wadhams Hall Seminary/College, Ogdensburg, New York

REMOVED FROM ACCREDITED STATUS

Center for Degree Studies, Scranton, Pennsylvania
Wheeler School, Pittsburgh, Pennsylvania

MEMBER/ACCREDITED INSTITUTION CLOSED

Eisenhower College of Rochester Institute of Technology, Seneca Falls, New York

INITIAL CANDIDATE FOR ACCREDITATION STATUS GRANTED

Berkeley School – Westchester Campus, White Plains, New York

REMOVED FROM CANDIDATE FOR ACCREDITATION STATUS

Washington International College, District of Columbia

Report of the Committee on School and College Relations

JOHN H. MOSER

President Bassin, persons on the platform, and members and friends of Middle States: At last year's annual meeting, Sally Higgins reported on the activities of the School and College Relations Committee. She concludes her second three-year term on our Committee at the close of this meeting. I have just learned that Sally has been elected Chairman-Elect of the College Board Regional Council, and want to offer her my congratulations.

Several of the projects to which she referred have now been started and even completed. It was indeed a very busy year for our Committee. We undertook a cooperative project with the New England Association to survey our combined membership in order to determine the degree of importance attached to school accreditation. Questionnaires were sent out on January 25th, 1982, to the Directors of Admissions of all member colleges in both the Middle States Association and the New England Association. The return was very good from this survey, and a summary of the results was mailed to all members on April 14th, 1982. This report is available from the Middle States Association office to all members, so I will not attempt to summarize the findings for you at this time. There was virtually unanimous agreement to the two statements that "secondary school officials should have their schools achieve regional accreditation" and "collegiate admissions officers should support the efforts of school personnel to achieve and maintain accreditation."

The Survey of Space Availability was again published and mailed to our membership. This continues to be a very important document in the hands of secondary school counselors and junior college transfer counselors.

The Committee spent a considerable amount of time discussing the publication of a third edition of the Guide to Secondary Schools series. It was believed by the Committee that the cost of this publication would be too great for the Middle States Association to bear; therefore, we recommended to the Board of Trustees that we accept the offer of the College Board to assume the responsibility and cost for the publication of the guides. This trustee approval was granted at the April 23, 1982, meeting. A survey was sent to the user colleges to determine from them what the potential market would be, since this undertaking by the College Board had to be self-supporting or nearly so. We moved immediately into the preparation of a questionnaire to be sent to all secondary schools in our region. An Ad Hoc Committee from Middle States Association worked with the College Board publication staff in preparing this survey document. There will again be four books published with an estimated fifteen hundred to eighteen hundred schools listed. The publishing

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John H. Moser is Director of Admissions at Grove City College in Pennsylvania and Chairperson of the Committee on School and College Relations.

date is March 1, 1983, and a news release and descriptive statement is ready now for delivery to the news media. A New England edition is being planned for 1984, and a California and a Southern edition is planned for the near future.

The Needs Assessment Committee, chaired by Margaret Bol, made their report to our full Committee, and we have determined a number of new directions and concerns for the Committee to pursue in the coming year. We have asked that the accrediting Commissions annually review and analyze their team reports in an effort to identify issues which have an educatioanl impact on significant segments of the total membership, and that these issues be placed on the agenda of the Committee on School and College Relations.

On behalf of the Committee on School and College Relations, I would like to thank the entire membership for the opportunity that they have given to us to work together to help smooth the transition between secondary school and college. The Committee is anticipating the appointment of the new person as Cal Crawford's successor in the central office so that we may continue to move ahead with the business of our Committee.

Report of the Nominating Committee

BISHOP FRANCIS B. SCHULTE

President Bassin, ladies and gentlemen, the Nominating Committee met, considered possible nominees for the various positions in the Association, and is pleased to present the following slate: Officers of the Association, one-year term as President, Thomas J. Bradshaw; First Vice-President, Rhoda M. Dorsey; Second Vice-President, W. Byron Forbush; and Treasurer, John F. Zeller, III; Immediate Past President, Milton G. Bassin. For a three-year term on the Board of Trustees, Vera King Farris and Odette D. Harris; and for a second three-year term on the Board of Trustees, Rollin P. Baldwin, Barbara R. Frey and Jerry C. Olson. For a three-year term on the Commission on Higher Education, Walter G. Barlow and Lucille Mauer; for a second three-year term on the Commission on Higher Education, Nancy N. Archer-Martin, Walton A. Brown, Weston L. Dean, Colette Mahoney, and E. Arthur Trabant. For a three-year term on the Commission on Secondary Schools, Bart H. Brooks, Elizabeth A. Edmonds, Robert E. Leslie, and Peter A. Sturtevant. For an additional three-year term on the Secondary Commission, Marie P. Parnell.

The Nominating Committee, Mr. President, moves this slate of nominees.

MR. BASSIN: Are there any additional nominations from the floor?

Hearing none, all those in favor of accepting the Nominating Committee's report signify by saying "Aye." (The motion was carried.)

Bishop Francis B. Schulte is Moderator of the Education Department of the Pennsylvania Catholic Conference. He has served two terms on the Association's Board of Trustees and was elected President in 1980.

Remarks of the President-Elect

THOMAS BRADSHAW

When Odette Harris came to the podium a while ago, she said that this past year was a very unusual year. I could not help but think that it is getting to be the custom for each year to be an unusual year and that, as a matter of fact, the unusual year is the one that isn't unusual at all. This Association has been through some trying times. It has been through some challenging times. In the past several years, the winds of change have been blowing and we have gone in new directions with new ventures and various types of organization. It certainly will be a challenge to serve as President of this Association.

I do want to acknowledge at this time the services of Milton Bassin, my predecessor and President until this convention concludes. It has been, in truth, a time when a President of this Association had to do much more than preside. Perhaps there was a time when Presidents merely presided, but now it seems as though the President must be actively involved and engaged in the changes that are occurring, and in setting directions for the Association. This year Milt had to work particularly hard, I believe, because we were without the services of what we will now be calling a Secretary of the Association, without the services of someone in the position that Cal Crawford had filled, and I'm sure this imposed additional burdens on the entire staff, the professional staff at the office, but I do know it did to Milton Bassin, also.

I would like to say that during my year as President, I would hope to be able to keep the Association on course, move it forward, and meet the challenges that I know will need to be met in the course of this year. I had high hopes that, if the reorganization plan were accepted and various things occurred, it could be a year of consolidation and a year of peace and healing, but it looks as though there are problems with the reorganization plan, as well as in other areas. I will say to you that I plan to be optimistic about this year, to bring the groups together, and to move forward the work of the Association and its Commissions. I am confident that I will be able to do that, because in your wisdom, you, the members of this Association, have provided excellent people in the volunteer capacities on the Commissions and the Assembly. They are people of intelligence, dedication, hard work and competence. I am confident in them. Those Commissions and the Assembly have provided us with excellent people to serve on the professional staff. I am confident that with them to do the work in the trenches, to bring plans to fruition, we will indeed have a good year during my term of office. I thank you for the privilege of serving this Association in the past and look forward to doing so throughout the year until our next Annual Meeting.

Thomas J. Bradshaw is Director of Personnel for the Edison (NJ) Public Schools. He served on the Commission on Secondary Schools from 1971, as vice chairperson 1976 and chairperson in 1978; he became Second Vice President of the Association in 1981 and its President in 1983.

BY-LAW CHANGES PART II

MR. BASSIN: We come now to the items which were moved from the early part of the meeting.

Article VII, Section 1, now calls for a President, an Immediate Past President, and a First Vice-President, a Second Vice-President and a Treasurer, each of whom serves a one-year term. In this section, it is proposed that the Association officers be a President, Vice-President and Treasurer, each to serve two years in office. The Treasurer could be elected for a second two-year term. The Vice-President would succeed to the office of the President and be elected alternately from the constituencies representing institutions of higher education and institutions of elementary and secondary education.

MR. GIVLER: Mr. President, I'm Clay Givler, Principal of the York County Area Vocational-Technical High School.

I rise to a point of parliamentary inquiry. Is there a quorum present? I request that a check be made.

MR. BASSIN: A call has been made for a quorum. I think we have to have a count of those who are present. Will those who are here as voting representatives please take your voting cards and hold them up. Will the tellers please begin the count.

(The tally was recorded as 231 voting representatives.)

MR. BASSIN: Since there are only 231 present, and a quorum of the Association is 25 percent of the membership, which constitutes 577, we can no longer conduct any business of the Association. However, I would like to suggest that we go into a meeting of the Committee of the Whole.

Do I hear a resolution to do so?

MR. POLLACK: Jerome Pollack, President, Fairleigh Dickinson University. I move we convene as a Committee of the Whole.

(Whereupon the motion was seconded, put to a vote and carried.)

MR. BASSIN: At this point, I am told by our parliamentarian that I no longer can hold the Chair. Therefore, I will appoint the President-Elect as the Chairman of the Committee of the Whole and turn this over to Tom Bradshaw.

Meeting of the Committee of the Whole

MR. BRADSHAW: I would like to call the Meeting of the Committee of the Whole of the Middle States Association to order at this time.

It is my understanding that the purpose of convening as a Committee of the Whole will be to ascertain the sentiments of those present on the two issues that seem to be at issue, such sentiments to be summarized and conveyed to the Board of Trustees and reported at later meeting of the Association at which we would have a quorum present.

So I would like to open the floor to anyone who would like to speak to the two issues remaining at the time it was declared that we would not be able to continue to conduct any official business.

Before I recognize the first person, I would like to say that I assume that we want to be out of here by 5:30 and that we would certainly conclude prior to that time. I would like to ask that anyone who speaks, speak for no longer than five minutes so that we can hear a number of opinions, and that no one speak for a second time until everyone has had a chance to be heard once.

At this time, if you want to comment, come to the microphone, identify yourself and your institution.

MS. TORRES: I'm Gertrude Torres, D'Youville College, Buffalo, New York.

I was going to move to delete I'll express it in that manner so that you understand the intention I had. I wanted to delete from Article VII, Section 1, first paragraph, lines 5 to 7: "And the Treasurer may be re-elected for a two-year term of office, period. The Vice-President shall succeed the office of the President." I would have moved to delete—I would assume that somebody might second it, and I would have requested that I could speak to the motion.

MR. BRADSHAW: Fine, that is recorded in our Minutes. Would you like to give us the reason why you would have made a motion?

MS. TORRES: Yes, I would. First of all, I think four years for a Vice-President is a very long time in terms of making a commitment to the Association. Thus, I believe that we would lose a lot of good candidates for the position. Second, I believe that with social changes and leadership style, et cetera, the Association should look at the type of leader they need with the rapid change, and this would not allow for that. Third, I feel that the membership has a right to elect or re-elect people and should not be given lack of choice at a certain point in time, which is every two years for a President. And last, there is a general feeling that the person needs a kind of a re-orientation or re-education for two years prior to taking office. It is my understanding in most associations that the people put up and nominate for President experienced people on the Board of Trustees or whatever, so I don't see this as a need. Thank you very much.

MR. BRADSHAW: Thank you very much. Is there someone else who would care to speak to this issue?

Yes, sir.

MR. STURTEVANT: Not to this issue, Mr. President-Elect.

I'm Peter Sturtevant of the Maret School in Washington, a private coeducational K through 12 school.

I'm not going to take a stand on any issue here; it is totally unnecessary. I'm going to help it with some modest interpretation. We certainly all appreciate the hard work of the Board in their revision. I have three short observations:

First, there is a definite difference between Association Secretary and an Executive Director, and that significance represents the thrust of the Board in its revisions.

Second, the ideological characterization of K through 12 evaluation as "an opportunity" seems to me, frankly, to fail to recognize the unique difference in the objectives of elementary and secondary schools, based on variable maturities, similar but greater than between high schools and colleges.

Third, secondary schools, in fact, if you look at the revisions carefully in the new set-up, will actually lose on professional staff in the office, which I might liken to the efficiency of the check-in line in the hotel today, where cutting off staff to save money may not fill the Franklin Hotel again. Thank you.

MR. BALDWIN: Rollin Baldwin from The Baldwin League of Independent Schools.

Feeling strongly about the effects of the amendment with respect to a single Commission, and anticipating the fact that there might be some discussion from the floor, I prepared a few notes on my way down which I know, for a fact, will take about two and a half minutes.

I rise to speak in favor of the proposed amendment to create a Commission on Schools.

As a Trustee of Middle States, I realize that my remarks may be suspect to some. But I hasten to state that I have been privileged to serve for six years on the Secondary Commission and have had the distinct pleasure of working with Bill Etsweiler, whose exceptional skills in organization, in my opinion, placed the professionalism and the quality of secondary evaluation above those of the other five regions in our nation and completely out of the league of other, lesser evaluative organizations. Among the twenty-one evaluations that I have chaired and have been involved with, five were K-12 in scope. And further, as a Trustee of the National Study, I served on the Committee to prepare a single K-12 evaluation instrument which will be ready for use shortly.

Now, all of this rewarding and exciting work in these areas convinces me that single leadership on a K-12 basis is desirable, is needed, and even critical.

We in education pay constant lip service to K-12 articulation. The literature clearly supports the concept, and the colleges of education preach it. Yet those who would call for separate Commissions, by their action, ignore it. Who more than Middle States is behooved to set the pace? There are those who would suggest that elementary and secondary are such different animals that they can't be caged together. Not so, I suggest. American education is based on a K-12 continuum, the effective furtherance of which is diminished only by those who will not, cannot, or choose not to work together. To be sure, the emphasis on elementary and secondary evaluations may be different, procedures may be different, instruments may be different. I've used them all and in various combinations. But the underlying concepts, the underlying goals and philosophy, are certainly one and the same. The argument as to which instrument is superior is irrelevant. With a score of them on the market, there will always be disagreement. As I said before, I've used them all in various combinations and suggest that the quality of the end result of an evaluation is not diminished, but rather enriched, provided that there is unified leadership.

Speaking as a secondary man, I wish not to suggest anything that would deter, dilute or diminish the good work of either the Secondary Commission or the

Elementary Assembly. But I feel that now is the time to change structure. Speaking as a private school member and one who has a modest acquaintance with the overseas schools, I can state that we seek progress and strong unified leadership. A single Commission, in my estimation, is the way to go. Thank you.

MR. WASNER: Mr. Chairman, my name is Bill Wasner. I represent the Southampton Schools.

We flew a long way today to come down here, and I'm a little bit disappointed that there won't be a vote taken. If you truly want to get an expression of all of the people here, I submit to you that it might be wise to have the ballots filled out and then you can take them at your leisure and see what the people really think. I don't know if that's in order, but I would like to suggest it.

MR. BRADSHAW: In other words, your suggestion would be that we take a formal vote even though we know it can't be counted.

MR. WASNER: That is correct.

MR. BRADSHAW: If you would like to make that as a motion, sir, I think we could report that back when the meeting of this Committee is over.

MR. WASNER: Mr. Chairman, there's a suggestion here for a straw vote. I really don't care what form the vote takes, but I would like to have a vote taken. That's an expression of the people that are here, and I do make that motion.

MR. BRADSHAW: Would that be seconded?

(Whereupon the motion was seconded, put to a vote and carried.)

As Chairman, I will exercise the prerogative of the Chair to say that, before the Committee of the Whole adjourns, I will ask for a voting card or a show of hands so that everybody could vote. Since we're not being very formal, this will provide a feeling of the sentiment of this Assembly prior to the end of this Committee Meeting.

MR. WASNER: I don't mean to be selfish or to capitalize here, but may I respectfully submit to you that I would like it done as soon as possible, because some of us have to get airplanes back home. Thank you.

MONSIGNOR TAYLOR: My name is Monsignor Taylor. I'm Vicar for Education for the Diocese of Harrisburg and also a member of the Commission on Secondary Schools.

I think that those who were not in on the discussion that has taken place, particularly on the part of the Secondary Schools Commission, should know that the basic objection that I think the Commission has and has voiced is not the idea of joining the Secondary Commission and the Assembly into one. There is no objection on having unified evaluations. As a matter of fact, I came back from one this year. There are some difficulties; there are two different types of instruments to be used, and these things have to be worked out. But we believe that they can be worked out with two Commissions if that is the way in which the Association, the Middle States Association, is to go.

I think the basic objection that we voiced to Mr. Bassin and in our Commission Meeting, is the fact that the way in which the vote is to be taken is at the Annual

Meeting. I realize this is according to Bylaws. However, I just made a count of those registered Secondary schools. We have over 1200 schools in membership. We are represented only 102 times in the roster. The total number registered is 595, according to my count, and that can be off.

The point that we are making, and the point that we try to make, is that we feel that it's unfair that the result of a vote taken here would be binding on those secondary schools which are not represented. We have proposed to Mr. Bassin that there should be a mail ballot giving a proper opportunity for those who are going to be governed by this and effected by it to have the opportunity to express their opinion. Now, I recognize that coming to the Annual Meeting is a privilege for all of us. But I think it is true to say, from the way in which the attendance of the meeting has been, that those who are in secondary schools have a certain disadvantage because of budget problems to get here in order to vote. I would like to say to those of you who are not in the secondary school level, that the basic objection that we take, and the reason for asking for a quorum today and perhaps even disrupting this vote, is that we ask that there be a fairer way for our constituents to be able to exercise their franchise of voting on something that will affect them. Thank you.

MR. BLOOM: Pete Bloom, Headmaster, Saint Mary's Hall in Burlington, New Jersey.

Actually, I wanted to touch on the comments made by the two previous speakers, simply to urge the Board to come up with some way of reaching a conclusion on this. I have my own feelings about it, which I am not going to go into. But I think that a lot of work has been done. I would hate to see it hang out there until another general meeting. I think we need to solve a lot of problems for all of us. I'm in a K through 12 school. But looking at all the schools, I think that we would be awfully happy if we could come to some final conclusion on this one as soon as possible.

MS. BOONIN: My name is Tobyann Boonin. I'm also a member of the Commission on Secondary Schools, and I too would like to address the K to 12 reorganization. I think it is a very forward-looking organizational structure for two reasons: First, the curricular reason and second, the facilities reason.

Regarding curriculum, more and more of our school systems are no longer dividing our curriculum according to elementary, secondary and senior high school. Rather, they are taking each subject—English, Social Studies, Science—and making a K to 12 curriculum for each subject. So there are many reasons for the K to 12 continuum, which is very important.

Regarding facilities, more and more buildings are housing students in different combinations of grades. It is no longer an elementary school from K to 6; the junior high from 7 to 9; and the senior high from 10 to 12. That is really no longer a standard. It is only one of the options that one has in facilities.

There are all kinds of groupings that are being used for classrooms. I think, therefore, that, with these two things, facilities and curriculum, in mind, it's the only thing to do, to have an option of a K to 12 evaluation. I really think that that is the best structure to go with.

MR. BRADSHAW: Thank you. If I could just step slightly to the side of my role as Chairman of this Committee, I would like to call your attention to the fact that whether or not we reorganize, the K-12 option will be there.

I am thinking that a few people are starting to vote with their feet. Therefore, I would like to propose that we hear three or four more speakers and that, at that time. which should be within the next five to seven minutes, we would take the vote that has been requested.

MR. BURNS: Dan Burns from Southampton.

I was just going to request that you take the vote now.

MR. MORSON: Harrison Morson from Union County College in Cranford.

I'm in favor of the Commission on Schools for all the aforementioned items. But I'd like to ask the question or beg the question–in the transition, if it should occur, why does it take us three and a half years to implement something that has been in process for the past three years? It seems that in education we are always a little bit curious or paranoid about change.

MR. BRADSHAW: I'll report your sentiments to the Association–I don't think it's my role to respond to that, Harrison, although I could.

MS. PARNELL: Marie Parnell, Vice-Chairman of the Commission on Seconday Schools.

I've been asked by the Executive Committee to speak particularly to the members of the Higher Education Community who are here and perhaps don't understand some of the background. All that has been said is true. Referring to what Dr. Baldwin said before, I would call your attention to the cover of our program today. It's not K through 12, it's K through 16, 17, 18, if one really wants to look at the education process that way.

The maintenance of the Commission on Higher Education which the program speaks to and which the revisions speak to shows somehow that higher education is uniquely different from elementary and secondary, and. hence, the proposal was not put before the group to have simply a Commission on Education. Those differences were recognized. There are those in education, in public education, in private education, who recognize that there are differences between elementary and secondary. Yet we all aim at the middle part of our meeting program, articulation.

The Commission on Secondary Schools does not oppose K-12 accreditation or evaluation. It does not oppose the formation of a Commission on Elementary Schools or the maintenance of the Assembly on Elementary Schools. It merely asks that its constituency be considered and be considered fairly.

All of the secondary schools were polled. Mrs. Harris referred to that before. Eighty percent of our Commission on Secondary Schools membership indicated that it preferred the present structure of the Middle States Association. This information was passed on to the Board of Trustees. The information that came back to us was that the report was listened to. However, the comment was made, 20 percent wanted change. I think it was the meeting of that kind of attitude with everything that our group tried to say, which was, "Look at this more closely." Suddenly, the only thing that was left to those of us who are very peaceful members, and I think all in education usually are, was to find ourselves in a more obstructionist point of view, and we don't deal with that easily. But we ask that you understand that what basically the Commission is opposing is the process that was used to arrive at this.

Most of us here are in leadership roles. We know that we can call committees together at any time and we can ask committees to study something. We know that very often we already know what that committee is to come out with. We know that the process of studying the change might not have been as democratic as the process which seemingly we put to work. So what the Commission on Secondary Schools and what the Executive Committee of the Commission on Secondary Schools is requesting is that there be a fair look at this Committee on Structure, the revisions, and the proposals, and that the constituency of this group, 1200 strong, be given a chance somehow to express itself.

I would suggest, ladies and gentlemen, that you do need a change in your Bylaws. You need a change which will provide for voting by those members who cannot be here, including reaching out to overseas schools. It is not fair to expect that those people can express a vote by flying to this meeting. There must be another way to vote. Thank you.

(Applause)

BROTHER PONTOLLIO: My name is Brother Peter Pontollio. I am Principal of Colegio San Jose in Rio Piedras, Puerto Rico, one of the foreign schools, if you want to put it that way, who is here. One of my main reasons for being here, aside from learning a few more things, is to agree with everything that has been stated by the members of the Commission on Secondary Schools and to vote, if we have a vote, to indicate that we are not in favor of the proposed reorganization. I would rather see a separate Commission on Elementary Schools because I do feel there are many differences between elementary and secondary education.

MR. BRADSHAW: Thank you, Brother. Just a side issue. We may have a kind of Catch 22 situation here. If we decided to revise the Bylaws, we might never have a quorum to do it, in order to provide for a mail vote. I'm sure that maybe some of our minds will find some way around that.

At this point, ladies and gentlemen, I would like to conclude with one last speaker, the President of the Association, Dr. Bassin.

MR. BASSIN: Well, I'm not speaking in that capcity. I'm speaking as a voting representative, and President of York College of the City University. I move that the Committee of the Whole stand and report. This motion would be in line with the voting request that was made earlier.

MR. BRADSHAW: Thank you.

Our parliamentarian has told us that we have to vote on that motion to stand and report. But I'd like to take our vote, and then get a second and vote on that motion. In other words, our parliamentarian has told me that only those who have voting cards can vote at this time; that anyone in the room could speak, but only voting representatives could vote, even though this is a Committee Meeting. I'm going to appoint some tellers, then, if I may.

Mr. Brooks; Mr. Pierce; Dr. Kirkwood; Dr. Dorsey; Mr. Givler and Mr. Morson.

That would give us six tellers, and if they would take the count of those who would like to be recorded there is a request that we tally the abstentions, and we will do so.

I think there are two issues before us, and I think we need an expression of sentiment on both of those.

The first issue is on the two-year term for officers. If you would be in favor of a Bylaw change that will provide for two-year terms for officers, and elimination of the position of Past President and Second Vice-President, reducing the number of officers to three but giving them two-year terms, would you please now raise your voting card.

(Whereupon aforementioned cards were raised.)

MR. BRADSHAW: 168 voted in favor, 78 voted against, and there were seven abstentions recorded.

Now to the second question.

The second question is this: If you favor the creation of a single Commission on Schools in accordance with the proposal made by the Board of Trustees, would you please now raise your voting cards.

(Whereupon aforementioned cards were raised.)

MR. BRADSHAW: The count on the last vote, 116 in favor, 70 opposed, 23 abstentions.

The representative of York College asked that this Committee stand and report. That means this Committee Meeting would be over. I would go down to the floor and make a very quick report to you before we adjourn. I would therefore ask for a voice vote. We had a motion and a second that this Committee stand and report. Will those in favor of bringing this meeting to an end, and having the Committee stand and report, please say "Aye."

(Whereupon unidentified voices from the audience responded: "Aye.")

MR. BRADSHAW: Opposed? (None) The Meeting of the Committee of the Whole is adjourned.

MR. BASSIN: Will the Committee of the Whole please report?

MR. BRADSHAW: Mr. President, I would like to report that the Committee of the Whole held a discussion of approximately a half hour on the issues that were before it. They have been recorded in the minutes, so I won't repeat them. I would like to report on behalf of the Committee that, on the question of a two-year term for the President and other officers, 168 members of the Committee voted in favor, 38 people were opposed to that, and seven people abstained on that issue. On the question of the creation of a K to 12 Commission on Schools, 116 people voted in favor of that, 70 of the members of the Committee voted against it, and there were 23 abstentions.

That completes the report of the Committee, Mr. President.

MR. BASSIN: I thank you very much for the report, and I wish to note that the report of the Committee of the Whole will be recorded for the next Annual Meeting or the next Membership Meeting which is called.

I believe a motion to adjourn is now in order.

(Whereupon a motion was made, put to a vote and carried.)

Charter and By-Laws

MIDDLE STATES ASSOCIATION
OF COLLEGES AND SCHOOLS
May 27, 1966; May 28, 1976

THE UNIVERSITY OF THE STATE OF NEW YORK
EDUCATION DEPARTMENT

ABSOLUTE CHARTER OF THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS★

This instrument witnesseth that the Board of Regents for and on behalf of the Education Department of the State of New York has granted this absolute charter

1. Incorporating Robert L. Amsden, Irene M. Davis, Calvert N. Ellis, Elwood C. Kastner, Albert E. Meder, Jr., Oliver W. Melchoir, Albert I. Oliver, Joseph J. Tarallo, K. Roald Bergethon, Justin E. Diny, Daniel Z. Gibson, John P. Lozo, J. Folwell Scull, Jr., Mary H. Carter, Wilson H. Elkins, Martin D. Jenkins, Charles Martin, Margaret Claydon (known in religion as Sister Margaret), and Wilfred J. Nash, and their associates and successors as an educational corporation under the corporate name of The Middle States Association of Colleges and Secondary Schools, to be located in the city, county and State of New York.

2. The purposes for which such corporation is to be formed, are to take over, carry on, and continue the affairs, property, obligations, contracts, and activities of the unincorporated association known as the Middle States Association of Colleges and Secondary Schools, and to pursue the general objectives of that association, to wit, to encourage the achievement of higher quality and to facilitate the development of better working relations among the higher institutions, secondary schools, and other educational agencies in the Middle States. Without limiting the generality of the foregoing, the purposes of the corporation include:
   a. To accredit institutions of higher education and of secondary education located within the Middle States area (the States of New York, New Jersey, Pennsylvania, Delaware, Maryland, and the District of Columbia) as well as those located outside of the continental United States as provided for in the bylaws of the corporation. It is understood that the process of evaluation and accreditation is itself intended to foster the development of a climate which will be a positive force in realizing the general purpose of the association as stated above;
   b. To initiate and sustain such research as may be consistent with the general purpose of the association; and

c. To provide an aegis under which representatives of secondary schools, institutions of higher education, and other education organizations may meet in the discussion of educational problems and in the common pursuit of solutions to these problems.

3. The persons named as incorporators shall constitute the first board of trustees. The board shall have power to adopt bylaws, including therein, provisions fixing the method of election and the term of office of trustees, and shall have power also, by vote of two-thirds of all the members of the board of trustees, to change the number of trustees, to be not more than 25 nor less than 5.

4. The corporation thereby created shall be a nonstock corporation organized and operated exclusively for educational purposes, and no part of its earnings or net income shall inure to the benefit of any individual, and no officer, member, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof; except reasonable compensation for services.

5. The principal office of the corporation is to be located in the city, county and State of New York.

6. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.

GRANTED May 27, 1966, by the Board of Regents for and on behalf of the State Education Department, executed under the seal of said Department and recorded therein. Number 9137

Edgar. W. Couper *(signed)*	James E. Allen, Jr. *(signed)*
Chancellor	President of the University and Commissioner of Education

★ Amendment to Charter granted May 28, 1976 by the Board of Regents changing the name of the Corporation to the Middle States Association of Colleges and Schools.

BY-LAWS

THE MIDDLE STATES ASSOCIATION
OF COLLEGES AND SCHOOLS
(Revised December 5, 1982)

ARTICLE I: POWERS AND PURPOSES

The Middle States Association of Colleges and Schools, Inc. (hereinafter referred to as the "Association"), shall have such powers as are now or may be hereafter granted to corporations incorporated under the Education Law by the Regents of The University of the State of New York not inconsistent with the purposes set forth in the Charter of the Association.

The Association is a non-governmental, voluntary association of educational institutions, the purposes of which are to encourage, advance, assist, and preserve the quality and integrity of education in the Middle States area of the United States, in the public interest and in cooperation with appropriate educational organizations, agencies, and institutions. Without limiting the generality of the foregoing, these purposes shall be effected by:

a. Evaluating and accrediting educational institutions within the Middle States area and in other areas outside the United States in the case of institutions which may be licensed or related to institutions within the Middle States area or which may request accreditation by or services from the Association.

b. Through the process of evaluation and accreditation, assisting member and candidate institutions in carrying out the particular educational goals and improving the effectiveness of each such institution.

c. Advancing the public interest in education in the Middle States area by cooperating with appropriate agencies and organizations with responsibility in the field of education.

d. Facilitating and articulating relations between educational institutions and educational agencies within the Middle States area.

e. Initiating and sustaining such research as may be consistent with the purposes of this Association.

f. Defining, to the extent appropriate, basic minimum levels of educational effectiveness applicable to specific types of educational institutions.

g. Cooperating with other types of organizations and institutions within the Middle States area and elsewhere, to the end that the entire educational effort shall be maintained and improved.

h. Organizing and encouraging the discussion and examination of educational problems by representatives of educational institutions and educational agencies.

i. Encouraging and promoting the common pursuit of solutions to educational problems throughout the United States, through its individual and organizational members and other public and educational agencies.

j. Speaking for the membership in appropriate private and public forums with respect to educational problems, without in any manner restricting the right of each institutional or organizational member of the Association to represent its own views in such forums.

ARTICLE II: CONSTITUENCY

The constituency of the Association shall consist of educational institutions located in the States of Delaware, Maryland, New Jersey, New York, and Pennsylvania; the Commonwealth of Puerto Rico, the District of Columbia, the Republic of Panama, and the U.S. Virgin Islands. Educational institutions located outside the United States may be received into membership upon accreditation by the appropriate Commission of the Association, subject to the prior approval of such membership by the Board of Trustees with respect to the educational constituency served by any such institutions.

ARTICLE III: MEMBERSHIP

Section 1: General

The membership of the Association shall consist of two categories:

a. Institutional membership
b. Organizational membership

Only an officially designated representative of an institutional member is eligible to vote at meetings of the Association, although representatives of any member shall have the privilege of the floor.

The Association shall establish and maintain all regulations and conditions governing membership in the Association; however, there shall be no discrimination as to religion, race, or sex in according membership in, or the privileges of, the Association.

Decisions by the Association on questions not pertaining to its own membership or organization shall always be considered advisory, and not mandatory, each institution preserving its own individuality and liberty of action upon all other subjects considered.

Membership of an institutional member shall cease whenever such member withdraws or is removed by the Board of Trustees from the accredited list upon recommendation of the appropriate Commission in accordance with Article IX of these By-Laws or for failure to pay the annual dues for two successive years.

Membership of an organizational member shall cease whenever such member withdraws or is removed from membership by the Board of Trustees for cause or for failure to pay the annual dues of the Association for two successive years.

Section 2: Institutional Membership

Any educational institution accredited by a Commission or any unit of an educational institution which has been separately accredited by a Commission will be received into membership of the Association upon payment of the annual membership dues, provided such institution meets the following minimum standards:

a. The institution has a charter and/or formal authority from the appropriate governmental agency, in the case of an institution of higher education, to award a degree; and, in the case of an institution of elementary and/or secondary education, to provide evidence of satisfactory completion of the required program.

b. The institution has a governing board which includes a membership broadly representative of the public interest.

c. The institution devotes all, or substantially all, of its gross income to the pursuit of its educational purposes and programs.

Section 3: Organizational Membership

Organizational membership may be granted by action of the Board of Trustees to:

a. The Office of any state or local department of public education or any system of church related or sponsored schools or independent schools in the geographical area served by the Association.

b. Any educational association, organization, or agency whose membership is primarily from within the geographical area served by the Association and whose membership will, in the judgment of the Board of Trustees, assist the Association in achieving its objectives.

ARTICLE IV: MEETINGS

Section 1: Annual Meeting

An Annual Meeting of the Association shall be held for the discussion of problems pertinent to the purposes of the Association, the election of officers, and the transaction of such business as may come before the Association.

Individuals officially connected with educational institutions or organizations holding membership in the Association attend this meeting, and all other interested parties are invited to participate in the open sessions.

Section 2: Special Meetings

The Board of Trustees is empowered to call special meetings of the Association upon thirty days' written notice to the membership which shall state the purpose or purposes of the meeting.

Section 3: Place of Meetings

The Board of Trustees shall fix the date and place of the Annual Meeting and any special meeting of the Association.

Section 4: Notice of Meetings

Written notice of the Annual Meeting, or any special meeting, shall be sent to members at least thirty days prior to such meeting.

Section 5: Resolutions

Resolutions for consideration at the Annual Meeting on matters not involving amendments to the By-Laws or Charter (Article XVI) must be submitted to the Executive Committee of the Board of Trustees through the Secretary of the Association at least thirty days prior to the meeting. However, the membership, present and voting at any annual or special meeting, may decide by majority vote of a quorum to consider any resolution presented from the floor.

ARTICLE V: VOTING

Each accredited member institution shall have one vote on matters before the Association, and this vote shall be cast by an officially designated representative.

Voting representatives of one-fourth of the institutional members of the Association shall constitute a quorum for the transaction of business.

Except where otherwise required by applicable New York Law or these By-Laws, action by the Association at a meeting thereof shall be taken by the affirmative vote of a majority of voting representatives constituting a quorum.

Upon authorization by the Board of Trustees or its Executive Committee, the Association may act by the affirmative vote of a majority of the institutional members by mail ballot.

ARTICLE VI: BOARD OF TRUSTEES

Section 1: Powers and Responsibilities

The affairs of the Association shall be managed by its Board of Trustees, subject to the authority of the institutional members at an annual or special meeting to initiate or amend any action or policy of the Association. The Board of Trustees shall have the power to act for the Association in intervals between meetings of the members, including the right to exercise any power granted to the Association by the Charter or by the By-Laws.

Without limiting the generality of the foregoing powers, the Board of Trustees shall have authority to:

a. Approve the program and fix the time, place, and agenda of the Annual Meeting.

b. Act for the Association during intervals between meetings of the Association.

c. Call special meetings of the Association.

d. Provide for an annual audit of the Association by an independent auditor.

e. Review and approve the annual budget of the Association and any changes thereto, oversee the collection of revenues and the expenditure of funds and fix the dues for membership and the fees charged for educational services rendered by the Association and its Commissions.

f. Appoint and fix the salary of the Secretary of the Association.

g. Review and approve the appointment and salaries of the Executive Director of each Commission and of the professional staffs of each Commission and the Association.

h. Review and approve:

1) the Proceedings of the Annual Meeting, the list of accredited members, as well as other appropriate publications of the Association and its Commissions; and

2) publicity to the media by the Association and its Commissions.

i. Annually review the operating procedures and performance of each Commission and the Association.

j. Initiate, implement, and supervise policies and programs of the Association designed to improve articulation between schools and institutions of higher education.

k. Initiate, implement, and supervise policies and programs of the Association designed to improve and advance education at all levels.

l. Create standing or *ad hoc* committees as necessary to perform the functions of the Association.

m. Take all reasonable and necessary steps to advance and improve education within the Middle States constituency and throughout the United States.

Section 2: Number, Election and Terms of Office

The number of the Board of Trustees shall be eighteen.

The Board of Trustees shall consist of the President, First and Second Vice Presidents, the Immediate Past President and Treasurer; the Chair of of each Commission; and eleven other elected members chosen at large by the Association. Board membership shall include, to the extent practicable, at least one Trustee from each of the following areas: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and the Caribbean area; provided also that at least three Trustees are currently active professional and administrative staff from member institutions of higher education; three are currently active professional and administrative staff from member institutions of elementary or secondary education; and three who currently do not hold professional positions in education and are broadly representative of the public interest. The elected members of the Board, with the exception of the officers, shall each serve terms of three years renewable for one additional term of three years. The President of the Association shall chair the Board of Trustees.

There shall be at least two meetings each year of the Board of Trustees. The time and place of the next meeting will be determined at each meeting of the Board of Trustees. Notice shall be sent by the Secretary of the Association at least thirty days in advance of such meetings.

At all meetings of the Board of Trustees the presence of a majority of the entire number of Trustees shall be necessary to constitute a quorum and to be sufficient for the transaction of business; and any act of a majority present at a meeting at which there is a quorum shall be the act of the Board of Trustees, except as may be otherwise required by the Charter or

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these By-Laws. If a quorum shall not be present at any meeting of the Trustees, the Trustees present may reschedule the meeting.

Any Trustee failing to attend three consecutive meetings of the Board of Trustees shall be deemed to have resigned, and any vacancy thereby created or occurring for any other reason shall be filled by the Board.

Section 3: Executive Committee

The Executive Committee of the Board of Trustees shall consist of five elected officers, the Chair of each Commission, and three other Trustees, elected annually, with each Commission having the opportunity to nominate one of these three Trustees, and the third being a public member nominated by the Nominating Committee.

The Executive Committee shall exercise the functions of the Board of Trustees between meetings thereof, and shall supervise the administrative and financial affairs of the Association.

The Executive Committee shall meet as frequently as may be required to carry out its responsibility.

The Executive Directors of the Commissions and the Secretary of the Association shall meet with the Executive Committee and shall keep it fully and currently informed of the affairs of the Association and its Commissions.

ARTICLE VII: OFFICERS AND STAFF

Section 1: Officers

The officers of the Association shall be a President, the Immediate Past President, a First Vice President, a Second Vice President, and a Treasurer. Officers, Trustees, and Commissioners shall be elected by a majority vote of the membership present and voting at the Annual Meeting of the Association. The President, Past President, and Vice Presidents shall serve one-year terms of office. The Treasurer may be reelected for such number of terms as will not exceed four continuous years in that office. The First Vice President shall succeed to the office of the President, and the Second Vice President shall succeed to the office of First Vice President. The Second Vice President shall be elected in alternate years from the higher education constituency and the secondary education constituency.

A vacancy in any elective office may be filled by the Board of Trustees for the unexpired portion of the term ending at the next annual meeting of the Association, at which time the individual appointed to such [a] vacancy, if eligible and duly nominated, may be elected for a regular term of office. All elected officers of the Association, the members of the Board of Trustees, and Committee and Commission members continue to serve in [the] office until the conclusion of the Annual Meeting or until their respective successors shall assume office, whichever is later.

The President of the Association shall:

a. Preside at the meetings of the Association and the Board of Trustees.

b. Appoint such special committees as may be authorized by the Board of Trustees.

c. Appoint the Program Committee for the Annual Meeting and assume responsibility for the program and speakers, based on the guidance and suggestions of the Board of Trustees.

d. Perform other duties usually prescribed for the office of the President.

The First Vice President shall:

a. Perform, in the event of absence, the duties of the President and such duties as may be assigned by the President.

b. Become familiar with the work of the Commissions.

The Second Vice President shall:

a. Perform, in the event of absence, the duties of the First Vice President and such duties as may be assigned by the President.

b. Become familiar with the work of the Commissions.

The Treasurer shall, through the office of the Secretary of the Association and subject to the approval and advice of the Finance Committee:

a. Be responsible for the financial affairs of the Association and for having the Board of Trustees and Executive Committee fully and currently informed with respect thereto.

b. Collect and pay out Funds of the Association as directed by the Board of Trustees or its Executive Committee.

c. Prepare and submit a financial report to be presented at the Annual Meeting of the Association.

d. Prepare and submit to the Board of Trustees, with the approval of the Finance Committee, a budget for each fiscal year of the Association.

e. Recommend to the Board of Trustees, with the approval of the Finance Committee, any revision to the Budget to meet unanticipated expenditures of the Association and any decrease in the reserve funds of the Association to meet such expenditures.

f. Prepare and submit to the Board of Trustees, with the approval of the Finance Committee, a schedule of membership dues of the Association and of fees for educational services provided by the Association and each Commission.

g. Be available for consultation to the Commissions on matters involving Association finances.

Section 2: Secretary of the Association

The Secretary shall be appointed by the Board of Trustees, to:

a. Conduct the general affairs and correspondence of the Association, subject to the direction of the Board of Trustees and the Executive Committee, and serve as the agent of the Board of Trustees.

b. Maintain the records of the Association and the minutes of the Board of Trustees and its Executive Committee.

c. Assist in preparing the annual budget of the Association, maintain accounts, disburse funds in accordance with the budget or otherwise as directed by the Board, and arrange for an annual independent audit.

d. Manage the office of the Association.

e. Assist the Committees of the Board and facilitate their work, with the cooperation of the Executive Directors of the Commissions.

f. Arrange for the Annual Meeting of the Association and the meetings of the Board of Trustees and its Executive Committee.

g. Prepare and distribute the publications of the Association and undertake to publicize the Association to the media, as appropriate.

h. Prepare the agenda and related materials for, and attend, all meetings of the Board of Trustees and its Executive Committee, except for executive sessions thereof.

ARTICLE VIII: COMMISSIONS

Section 1: General

There shall be two Commissions, the Commission on Higher Education and the Commission on Secondary Schools. The Commission on Higher Education evaluates and accredits those degree-granting institutions offering postsecondary education. The Commission on Secondary Schools evaluates and accredits those institutions providing secondary education.

Subject to the approval of the Board of Trustees, each Commission shall have the authority to:

a. Appoint an Executive Director who shall be the chief administrative officer of the Commission, subject to the direction of the Commission and its Executive Committee, and serve as the agent of the Commission, with responsibility for, among other things:
    (1) maintaining the records of the Commission,
    (2) conducting the general correspondence of the Commission,
    (3) administering the evaluation and accreditation functions of the Commission,
    (4) assisting and coordinating the work of committees of the Commission,
    (5) arranging and attending meetings of the Commission and its Executive Committee, except for executive sessions thereof,
    (6) preparing and processing publications of the Commission,
    (7) maintaining liaison with other accrediting, state, and federal agencies and organizations as may be related to the work of the Commissions, in coordination with the Board of Trustees and officers of the Association.
    (8) acting as liaison between the Commission and the Secretary of the Association, and
    (9) administering the budget of the Commission subject to the limitations thereof set by the Board of Trustees and the Commission.

b. Appoint other professional staff officers and fix their compensation, duties, and terms of appointment.

c. Employ and contract with other persons within the limitations of the Commission's budget.

d. Elect annually a Chair and Vice Chair who, together with three other members of the Commission, shall comprise an Executive Committee. The Executive Committee shall exercise the functions of the Commission between meetings thereof, and shall meet, together with the Executive Director of the Commission, as frequently as may be required to carry out this responsibility.

By delegation of authority from the Association and subject to the supervision of the Board of Trustees, the Commission shall:

a. By accreditation, evaluation, consultation and in all other appropriate ways, promote in the Middle States area the welfare and improvement of education with special emphasis upon service to member and candidate institutions but without limitation to these colleges, universities and schools.

b. Publish lists of accredited and candidate educational institutions in accordance with the standards adopted by the Association.

c. Recommend to the Association standards and changes thereto for the accreditation of educational institutions, especially such modifications as will keep the standards in harmony with those generally accepted for educational institutions and will promote continued improvement in the effectiveness of member and candidate institutions.

d. In accordance with Association policy, cooperate in appropriate ways with similar commissions in other regional associations.

e. Promote articulation between and among educational institutions.

Section 2: The Commission on Higher Education

The Commission on Higher Education shall consist of nineteen persons, including the President and First and Second Vice Presidents of the Association. Members of the Commission shall be elected for three-year terms at the Annual Meeting of the Association and may be reelected for a second term. Three members shall be elected who do not currently hold professional positions in education and who are broadly representative of the public interest. The remaining members shall be currently active professional and administrative staff of member institutions and shall be elected with consideration to geographical and institutional distribution reflective of the Commission's constituents. Vacancies shall be filled by vote of the Association at the Annual Meeting. Any Commissioner failing to attend three consecutive Commission meetings shall be deemed to have resigned, and any vacancy thereby created or occurring for any other reason shall be filled by the Commission for the unexpired portion of the term ending at the next Annual Meeting of the Association.

The officers of the Commission on Higher Education shall be the Chair and Vice Chair, elected annually by Commission membership. Officers are eligible for reelection up to a maximum of six years, provided they are elected to additional three-year terms as Commissioners at the Annual Meeting of the Association, but in no case shall the total length of service on the Commission exceed nine years.

Section 3: The Commission on Secondary Schools

The Commission on Secondary Schools shall consist of no fewer than eighteen or more than twenty-one persons, including the President and First and Second Vice Presidents of the Association. Members of the Commission shall be elected for three year terms at the Annual Meeting of the Association and may be reelected for a second term. Up to three members shall be elected who do not currently hold professional positions in education and who are broadly representative of the public interest. The remaining members shall be elected with consideration to geographical and institutional distribution reflective of the Commission's constituents. Vacancies shall be filled by vote of the Association at the Annual Meeting.

The officers of the Commission on Secondary Schools shall be the Chair and Vice Chair elected annually by Commission membership. Officers are eligible for reelection up to a maximum of six years, provided they are elected to additional three year terms at the Annual Meeting of the Association, but in no case may the total length of service on the Commission exceed nine years.

The Chair of the Commission shall appoint an advisory committee for each state and the District of Columbia under regulations recommended by the Commission and approved by the Board of Trustees. Membership on such committees may include state or local educational officials, but such membership shall not affect the voluntary, non-Governmental character of the Association, its Commissions, and any committees thereof.

ARTICLE IX: REVIEW AND APPEAL PROCEDURES

Section 1: Statement of Purpose

These rules are designed to afford, in view of the educational nature of the subject matter and the need for application of an informed educational judgment, a fair and expeditious procedure for the processing of appeals from accreditation decisions and do not constitute a quasi-judicial procedure.

Section 2: Definitions

a. *Accreditation Decision.* "Accreditation decision" means the action taken by any Commission or Assembly in approving or rejecting any application for accreditation, refusing to accredit, reaffirming or withdrawing the existing accreditation of a member, or reducing the period during which an existing accreditation previously had been approved.

b. *Commission.* "Commission" means either the Commission on Higher Education or the Commission on Secondary Schools.

c. *Applicant.* "Applicant" means either the non-member of the Association which is eligible for consideration for membership or a member of the Association which is the subject of an accreditation decision by a Commission.

d. *Appeals Committee and Panels.* At the commencement of each year, the President shall appoint a pool of ten (10) members of the Board of Trustees to serve in panels of five (5) members each with respect to each appeal. The President shall appoint a panel upon receipt of any appeal from a decision of the Executive

Committee of the Commission on Higher Education, at least three of the members of the Appeals Panel for that appeal shall be from the field of higher education. Where the appeal is from a decision of the Executive Committee of the Commission on Secondary Schools, at least three of the members of the Appeals Panel shall be from the field of elementary and/or secondary education. One or more appeals may be assigned to the Appeals Panel so appointed. The Appeals Panel so appointed shall elect its Chair and shall act by at least a majority of its members. Any vacancy on the Appeals Panel may be filled by the President of the Association.

Section 3: Request for Reconsideration of Accreditation Decision

a. *Time and Form of Request.* An applicant must request reconsideration of an accreditation decision by a Commission, within thirty (30) days after receipt of the decision, by filing with the Executive Director of the Commission such a request in writing. The request shall consist of a short and plain statement of the specific grounds upon which reconsideration is requested, with the reasons for each such grounds, and any other relevant statements or documents which the applicant desires to submit.

b. *Action on Request.* The Executive Committee of the Commission shall consider the request for reconsideration and, through the Executive Director of the Commission, shall communicate its action thereon in writing not more than thirty (30) days after receipt of the request. The Executive Committee may deny or grant the request or take such other action consistent with these By-Laws as may, in its sole discretion, be required in the best interest of education.

c. *Disposition Required.* The filing and disposition of a request for reconsideration are required before the Board of Trustees or its Appeals Panel will consider an appeal from a Commission accreditation decision.

Section 4: Appeal to Appeals Panel of Board of Trustees

a. *Time for Filing Appeal.* An appeal from a denial of a request for reconsideration of a Commission's accreditation decision must be filed with the Secretary of the Association within thirty (30) days from receipt of the Commission Executive Committee's denial.

b. *Form of Appeal.* The appeal shall consist of a short and plain written statement of the grounds upon which the applicant believes the accreditation decision to have been erroneous, together with documents relevant to these reasons. Five copies of the complete written statement must be filed with the Secretary of the Association.

c. *Request for Hearing.* The appeal shall state whether or not the applicant desires a hearing. The Appeals Panel shall, within twenty (20) days after receipt of the appeal, notify the applicant of its disposition of the request for hearing or its own decision to hold a hearing.

d. *Notice of Hearing.* The Appeals Panel shall notify the applicant not less than thirty (30) days before the commencement of such hearing or such lesser period of time as the Appeals Panel and the applicant mutually may agree in writing.

e. *Hearing Procedure.* The Appeals Panel and applicant may be advised and represented by such persons as each may choose. Only one representative may speak for the applicant. The course of the hearing shall be controlled by the Chair of the Appeals Panel, who shall determine whether or not any statement shall be taken under oath and shall rule upon all requests made during the hearing. The Chair may limit the testimony of witnesses, provided opportunity for submission of a written statement in substitution therefor is afforded the witness. Reasonable questioning or cross-examination of a witness may be afforded the applicant, and the members of the Appeals Panel may ask such questions as they deem relevant.

f. *Place and Duration of Hearing.* Unless otherwise ordered by the Appeals Panel, hearings shall be held at the headquarters of the Association and shall last no more than one day.

g. *Record.* The hearing shall be recorded or transcribed. A copy of the transcript or tape shall be furnished, at cost, to the applicant. The record of the hearing shall consist of the appeal filed by the applicant, the transcript or tape of hearing, documents submitted at the hearing, and such other documents as may be filed within ten (10) days after the end of the hearing.

h. *Decision of Appeals Panel.* The Appeals Panel shall render its decision not more than seventy (70) days after the close of the hearing or where no hearing is held, after the notification provided in Section 4 c. The decision shall either sustain the accreditation decision of the Commission, or remand the case to the Commission with instruction to grant the application or to make such further investigation as may be appropriate.

Section 5: Review of Appeals Panel Decision by The Board of Trustees

a. *Time of Request.* An applicant or the Commission may request review of the decision of the Appeals Panel by the Board of Trustees. Such request to the Secretary of the Association shall be made within twenty (20) days after service of the decision of the Appeals Panel upon the applicant or Commission.

b. *Form of Request.* The request for review shall consist of a short written statement of the reasons therefor, together with references to the hearing record in support thereof. Twenty (20) copies of such request shall be filed. Upon receipt of the request, the Secretary shall forthwith forward copies of the request to each member of the Board of Trustees.

c. *Action on Request.* A request for review of a decision of the Appeals Panel shall only be granted upon the affirmative vote of a majority of the full Board of Trustees, excluding the members of the Appeals Panel.

d. *Denial or Request.* If no such affirmative vote is obtained, then the Secretary of the Association shall inform the applicant and Commission in writing that the request has been denied, with a short statement of the reasons therefor.

e. *Board Consideration.* If the request for review is granted, the Secretary of the Association shall so inform the applicant and Commission, which shall within twenty (20) days thereafter, submit twenty (20) copies of any further statement or documents desired to be considered by the Board of Trustees at its next meeting. At such meeting, representatives of the applicant or Commission may appear and present such relevant argument, lasting no more than one hour in total, as they may desire. The members of the Appeals Panel shall not be present or participate in the deliberations of the Board concerning the request.

f. *Board Action.* Thereupon, the Board of Trustees, by majority vote of all its members excluding the Appeals Panel, shall deny or grant the request, or refer the matter to the Commission which made the accreditation decision to make such further investigation as may be appropriate.

g. *Notification of Board Action.* The Secretary of the Association shall communicate in writing the Decision of the Board of Trustees to the applicant and Commission.

Section 6: Miscellaneous

a. *Computation of Time.* In computing any period of time prescribed or allowed by this Article of the By-Laws, the day of the act or event from which the designated period of time begins to run shall not be included. The last day of the period so computed shall be included, unless it is a Saturday, Sunday, or legal holiday, in which event the period runs until the end of the next day which is not a Saturday, Sunday, or legal holiday.

b. *Enlargement of Time.* When by these rules an act is required to be done at or within a specified period of time, the Executive Committee or the Commission, Appeals Panel of the Board of

Trustees, or Board of Trustees, for good cause shown in writing at least five (5) days prior to the expiration of such period of time, may enlarge such period of time.

c. *Other Procedures.* With respect to a specific accreditation decision and the review or appeal thereof, the Executive Committee of the Commission, the Appeals Panel of the Board of Trustees, and the Board of Trustees may adopt other procedures not inconsistent with this Article IX and other provisions of these By-Laws.

d. *Service or Filing of Document.* The service or filing of any document required or permitted by this Article of the By-Laws shall be effected by hand delivering such document to the person or office involved or by the use of certified or registered mail, return receipt requested. Any time period provided by these rules shall commence from such delivery or the receipt of such mail.

ARTICLE X: COMMITTEES OF THE ASSOCIATION

Section 1: General

There shall be three designated committees of the Association: The Nominating Committee, the Finance Committee, and the Committee on School and College Relations. Committees as specified in these By-Laws or authorized by the Board of Trustees shall be appointed by the President.

Section 2: Nominating Committee

The President shall appoint a Nominating Committee for the purpose of nominating qualified persons for election to the offices of the Association and Commissions. The Nominating Committee shall consist of five (5) members, with the immediate past President as Chair.

If the immediate past President is unable to serve, the President shall appoint a Chair from among those members of the Board of Trustees who are not eligible for reelection.

Two members, one from each Commission who is not eligible for reelection, and two other members, so chosen as to provide appropriate representation of the Association's constituency, shall form the remainder of the Committee.

The Nominating Committee shall report to the President no later than thirty days prior to the Annual Meeting of the Association. Nominations, in addition to those by the Committee, may be received from the floor at the Annual Meeting.

Section 3: Finance Committee

The Finance Committee shall consist of the Treasurer, as Chair, four members representing the Board of Trustees, and two other members representing the Commissions.

The Committee shall advise the Treasurer with respect to financial, budgetary, and related matters and shall carry out such other duties as may be assigned to it by the Board of Trustees, the President, or the Treasurer.

Section 4: Committee on School and College Relations

The Committee on School and College Relations shall consist of ten members appointed by the President from the elected members of the Board of Trustees, the elected members of the Commissions, the student body, faculty or administration of member institutions, other educational organizations and associations, or the general public. Appointment shall be for a three-year term. No Committee member shall serve continuously for more than two three-year terms.

The Committee shall continuously study and advise the Board of Trustees with respect to articulation between schools and colleges and other areas of joint concern to schools and colleges as identified by the Board or the Committee. The Committee shall also advise the Board on study and research to be undertaken or directed by the Association.

The Chair and Vice Chair of the Committee shall be appointed by the President from the membership of the Committee.

The Executive Director of each Commission shall serve as an *ex officio* member of the Committee on School and College Relations.

ARTICLE XI: BOOKS AND RECORDS

The Association shall keep correct and complete books and records of accounts and shall also keep minutes of the proceedings of the Association, the Board of Trustees, and the Committees and Commissions thereof. It shall keep at the principal office of the Association a record of the names and addresses of those member institutions entitled to vote and of the administrative heads of such institutions.

Subject to lawful court order or by decision by the Board of Trustees or Executive Committee, the records of any Commission relating to the evaluation or accreditation of any present, prospective, or former institutional member of the Association shall be confidential and shall not be disclosed outside the Association without the prior written consent of the governing authority of the institution concerned or where such disclosure would impair the confidentiality and effectiveness of the evaluation and accreditation process.

ARTICLE XII: CONTRACTS, CHECKS, FUNDS AND GIFTS

Section 1: Contracts

The Board of Trustees may authorize any officer or officers, agent or agents, of the Association or its Commissions to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Association or its Commissions.

Section 2: Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes or other evidence of indebtedness, issued in the name of the Association, shall be signed by such officers, agent or agents, of the Association and in such manner as shall be determined by the Board of Trustees. In the absence of such determination by the Board of Trustees, such instrument shall be signed by the Treasurer and countersigned by the President of the Association.

Section 3: Funds

All funds of the Association shall be deposited to the credit of the Association in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 4: Gifts

The Association shall keep correct and complete books and records of gifts, grants, bequests, or devices for general purposes or for any special purpose of the Association. No such gift, grant, bequest, or device shall be received by the Association except upon the approval thereof by the Board of Trustees.

ARTICLE XIII: DUES AND FEES

The Board of Trustees, subject to the approval of the Association, shall determine from time to time the schedule of annual dues which shall be paid by each member institution or organization. Fees for services offered by the Association shall be set by the Board, and fees for evaluations and other services offered by the Commissions shall be set by the Commissions subject to review by the Board on recommendation of the Finance Committee.

ARTICLE XIV: FISCAL YEAR

The fiscal year of the Association shall begin on the first of July of each year and end on the thirtieth day of June next succeeding.

ARTICLE XV: ASSETS OF THE ASSOCIATION

In the event of the dissolution of the Association, all assets thereof shall be distributed to another non-profit association or associations whose aims are compatible with those of the Association. Such selection is to be made by majority vote of the Board of Trustees.

ARTICLE XVI: AMENDMENTS

The Association shall have the power to petition the Regents of The University of the State of New York for amendment of its Charter by two-thirds vote at any meeting of the institutional members at which a quorum is present.

The By-Laws of the Association may be adopted, amended, or rescinded by majority vote at any meeting of the members at which a quorum is present.

In all instances involving amendments to the Charter or By-Laws, notice of the proposed action must accompany the call to the meeting. Such notice must be sent to the membership at least thirty days prior to the meeting. Any voting representative, officer, or trustee may propose an amendment to the Charter or By-Laws not less than thirty days before the meeting of the members at which it is requested that the amendment be considered.

ARTICLE XVII: PROHIBITED ACTIVITIES

Except as an insubstantial part of its activities, the Association is prohibited from carrying on propaganda, attempting to influence legislation, and participating in or intervening in any political campaign on behalf of any candidate for public office. This prohibition of political activities includes the publishing or distributing of statements on behalf of any candidate.

ARTICLE XVIII: TRANSITION

The reduction in the number of members of the Board of Trustees and the Commission on Higher Education, effective December 5, 1982, as provided in ARTICLE VI, Section 1, and ARTICLE VIII Section(s) 2 (and 4) of these bylaws, shall be effected by attrition and voluntary resignation.

After December 5, 1982, a member may be elected to the Board of Trustees or the Commission on Higher Education as the case may be, but may not take office unless and until the number of members of each such body falls below that provided in the foregoing sections of these bylaws, any other provision of these bylaws to the contrary notwithstanding.